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ABSTRACT

One of four curriculum guides designed to aid teachers of grades K-9 in implementing a balanced, dynamic traffic safety program, this level A guide contains materials for teachers of grades K-1. Emphasis is on development of perceptual skills, especially in regard to pedestrian safety. Four units are included: Pedestrian Safety, Bicycle Safety, School Bus Safety, and Passenger Safety. Each unit is divided into general topic concepts, with each concept heading including behavioral objectives, a content outline, material for the teacher to present to the class or to use as background information, suggested learning activities, artwork and other worksheets for use as reproduction masters, and resource lists. (Metric measurements are used in this guide.) (TA)

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ED140084

PROFESSIONAL GUIDE

K-9 TRAFFIC SAFETY RESOURCE CURRICULUM

LEVEL A

State of North Carolina
Department of Public Instruction

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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The opinions, findings, and conclusions expressed in this publication are those of Research Triangle Institute and not necessarily those of the National Highway Traffic Safety Administration.

June 1975

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PREFACE

North Carolina's K-9 Traffic Safety Resource Curriculum is a key element in a total program designed to reduce casualties on North Carolina's highways. Recognizing the societal problem represented by 3,500 pedestrians and bicyclists killed and injured annually in North Carolina, the Governor's Highway Safety Program (GHSP) has developed an eight-point plan to increase pedestrian and bicycle traffic safety. The first steps in this plan involve the preparation of guidelines for implementing State and community programs which address the problem in the areas of community planning, highway and traffic engineering, traffic enforcement, and public information and education.

Because approximately 50 percent of the pedestrians and bicyclists killed or injured is under 15 years of age, emphasis is being given to a timely, viable curriculum for K-9 which incorporates pedestrian, bicycle, passenger, and motorcycle safety and preparation for driver education.

North Carolina's K-9 Traffic Safety Resource Curriculum has been prepared under sponsorship of GHSP by the Research Triangle Institute with the assistance of Appalachian State University, East Carolina University, the University of North Carolina Highway Safety Research Center, and the National Safety Council. Valuable assistance was provided by an Advisory Committee on Traffic Safety Curriculum established by the Department of Public Instruction. Teachers and school administrators from Asheville city, Buncombe County, Greenville city, and Pitt County school systems participated in a series of developmental workshops which provided meaningful guidance in formulating instructional techniques and concepts.

The goal of this Professional Guide is to provide a useful resource to aid teachers in implementing a balanced, dynamic traffic safety program responsive to the needs of the young people of North Carolina.

TO THE TEACHER

You may be wondering what place traffic safety education has in your classroom. This Professional Guide to K-9 Traffic Safety Resource Curriculum offers valuable experiences to both you and your students. Through traffic safety education, you may help your students develop many important skills with which to deal with the world. Concerns for human life and the well-being of your students necessitate the introduction of a well-balanced, integrated traffic safety program into the schools of North Carolina. Approximately half of North Carolina's pedestrian and bicycle fatalities and injuries involves persons under 15 years of age: That is about 1,750 deaths and injuries a year. Traffic safety education can help reduce these casualties. It can also offer your students added insight into their relationship with the environment, and increase their self-confidence in dealing with the world by strengthing their ability to make informed judgments.

What is safety education? Safety education is the development of a sense of responsibility for oneself and others. This sense of responsibility can develop into a lifestyle which involves thinking ahead, identifying and assessing risks, and making informed, responsible decisions for safe behavior. For kindergarten children, this may mean simple learning to recognize and obey a signal light and watching out for themselves in a traffic situation. For young teenagers, it may be expressed as a concern for others and a sense of involvement in the well-being of their community.

How can you, the teacher, foster these attitudes and behaviors in your students? Each student has certain needs which must be fulfilled if he is to learn to think for himself and to behave safely. These needs include:

1. A Sense of How the Student Relates to the Traffic Environment. This includes an understanding of how the student as a pedestrian, a bicyclist, or a passenger relates to drivers.
2. Information about the Traffic Environment. The student needs to recognize and understand traffic signs, signals, and markings. Knowledge of what others expect of him--for example, knowledge of

the Rules of the Road--is helpful.

3. The Ability to Identify and Assess Hazards What is an accident? The very term connotes an act of pure chance. But is this the true definition as it relates to traffic safety? Discuss this with your students. An accident is an unintended event which results in damage or injury, but most accidents are caused by a series of misjudgments. Students need to explore the causal relationships in accidents and to learn to identify behaviors which are likely to result in accidents.
4. Knowledge of How to Avoid or Handle Hazardous Situations. The student needs to identify alternative actions which produce safe results, as well as to practice safe, responsible behaviors. These needs include practice in motor and perceptual skills.
5. A Positive Attitude toward Safety. The student needs to develop a positive feeling about turning down unreasonable risks. Acting safely means thinking ahead and acting in one's best interest. The student should be led to consider such questions as: Is it smart to act safely? Why do people take unreasonable or irresponsible risks? Your attitude as the teacher will have a tremendous effect upon the attitudes of your students. Your creativity and your enthusiasm in presenting safety habits as part of an affirmative lifestyle can make the program a success. Your actions in the classroom which show you believe safety is an important goal will influence the formation of responsibility in your students.

Total Program Organization

The K-9 Traffic Safety Resource Curriculum is divided into four groups of grade levels.

Level A - Level A corresponds approximately to the K-1 grade levels. Little or no reading skill is required. Units in pedestrian, bicycle, school bus, and passenger safety are presented. Emphasis is placed on development of perceptual skills, especially in regard to pedestrian safety.

Level B - Level B is aimed at second and third graders. Pedestrian, bicycle, school bus, and passenger safety units are included. Perceptual and judgmental skills are again emphasized. Bicycle safety becomes extremely important, since this is the age at which most youngsters begin driving their bicycles on the street.

Level C - Level C corresponds to the 4-5-6 grade levels. Units in pedestrian, bicycle, school bus, and passenger safety are presented, and minicycle and optional farm vehicle safety units are introduced. The scope of all units is widened to include activities in which students can reach out into the community to investigate and express their concern for the safety of others as well as themselves. Activities include indepth identification of hazards, and opportunities for problem solving and exploration of attitudes. The natural laws which affect vehicles and pedestrians are also presented.

Level D - The structure of Level D, prepared for grades 7-9, differs from that of the elementary units. The emphasis in Level D is on preparation for the driving task. Three units are presented. The first in the series (grade 7) presents more sophisticated approaches to pedestrian, bicycle, and school bus safety, plus an optional section on farm vehicles. The second unit, presented in the eighth grade, deals with the history of the automobile, automotive safety devices, trip planning, and other activities which begin changing the student's focus of concern to the driver's responsibilities. Action projects are suggested which would allow the students to apply their talents and safety knowledge to benefit the school and the community. The third unit deals directly with preparation for driver education. The highway transportation system and the relationships of the individual driver, pedestrian, and others to the system are explored. The students explore the mental and physical factors important to safe behavior behind the wheel. Attitude clarification and formation are emphasized.

Curriculum Structure

The material covered in each level is organized into units: Pedestrian Safety, Bicycle Safety, School Bus Safety, Passenger Safety, and other units which are appropriate to a particular level. Each unit

is divided into general topics concepts. Under each concept heading are listed objectives--broad behavioral outcomes which the lessons attempt to encourage.

Next to Content for Discussion, which presents the facts which you will wish to convey to the class or that you might find helpful as background information. The content is written in the language you would use to speak to your class. Suggested learning Activities follow. Activities are listed numerically. Artwork and other worksheets which you might find useful to reproduce, either as transparencies or in quantity for each student in your class, are called Masters for Reproduction. Masters for Reproduction are labelled numerically according to each unit, with the identification number in the upper right-hand corner. They are inserted directly after the concept containing their first reference in the text. Stories, poems, songs, and so on are found in a supplemental section at the end of the unit. Resource lists are found at the end of the unit. You may wish to give this list to your media specialist. While the entire curriculum is organized so that it may be used for regular, independent safety lessons, the activities readily lend themselves to integration within existing subject areas. If you prefer this method, a Subject Area Cross Reference list is provided in the backs of Volumes A, B, and C.

This curriculum allows for a wide variety of activities, especially in terms of role playing, hands-on activities, and decisionmaking by the student. The resource materials and activities are arranged to inform the student of his special place in the traffic environment. From this understanding of his own and the responsibilities and limitations of others, the student can make intelligent decisions about his behavior.

NOTE ON THE METRIC SYSTEM

North Carolina State Board of Education has passed a resolution urging teachers to begin teaching the metric system to their students. By the 1981-82 school year, metrics will be the main system of measurement taught in the school. The Traffic Safety Resource Curriculum is designed to aid teachers in teaching metrics.

All measurements in the resource are presented in metric with the English equivalent following in parentheses. The only exceptions are on worksheets or diagrams where it would be too complicated to present this dual system on the same page. In those cases, a worksheet that is totally metric and another worksheet that is totally English are provided.

Note, too, that the equivalent measurements presented are <u>not exact equivalents</u>. Metric measurements have been rounded to the nearest multiple of five in most cases. The recommended teaching technique is to <u>use</u> metrics, not to convert from English. The equivalents are close enough to get a feel for the comparative quantities, but they are not precise. For example, the exact equivalent for 20 miles per hour is 32 kilometers per hour. However, the text will read 30 km/h (20 mph). When the Nation begins to use metrics, we will use multiples of 5, not odd numbers here and there.

If you wish to find more precise equivalents, or if you wish to use other metric measurements, a conversion table follows for your use.

METRIC CONVERSION FACTORS

Approximate Conversions to Metric Measurements

Symbol	When You Know	Multiply by	To Find	Symbol
		LENGTH		
in.	inches	2.5	centimeters	cm
ft	feet	30	centimeters	cm
yd	yards	0.9	meters	m
mi	miles	1.6	kilometers	km
		MASS (weight)		
oz	ounces	28	grams	g
lb	pounds	0.45	kilograms	kg
t	short tons (2000 lb)	0.9	tonnes	t
		VOLUME		
qt	quarts	0.95	liters	l
gal	gallons	3.8	liters	l

Approximate Conversions to Metric Measurements

Symbol	When You Know	Multiply by	To Find	Symbol
		LENGTH		
cm	centimeters	0.4	inches	in.
m	meters	3.3	feet	ft
m	meters	1.1	yards	yd
km	kilometers	0.621	miles	mi
		MASS (weight)		
g	grams	0.035	ounces	oz
kg	kilograms	2.2	pounds	lb
t	tonnes(1000 kg)	1.1	short tons	t
		VOLUME		
l	liters	1.06	quarts	qt
l	liters	0.26	gallons	gal

NORTH CAROLINA STATE BOARD OF EDUCATION

Metric Resolution

WHEREAS, the Secretary of Commerce has found that increased use of the metric system of measurement in the United States is inevitable and has concluded that a national program to achieve a metric changeover is desirable and has recommended that immediate attention be given to the education of the public; and

WHEREAS, proposed federal legislation establishes a Metric Conversion Board to coordinate the voluntary conversion to the use of the metric system of measure in all sectors of our society; and

WHEREAS, it appears that such a bill will be passed making it national policy to facilitate and encourage the eventual substitution of the International Metric System of Measurement units for customary measurement units in education, trade, and commerce, making metric units predominant in a period of ten years; and

WHEREAS, 90% of the world's people and more than 75% of the world production and trade are currently employing the unified metric system of measurement; and

WHEREAS, the International System of Units (SI) is expanding its use in all major industries in the United States and many companies are adopting the metric system for production, marketing and advertising of their products; and

WHEREAS, the schools of North Carolina need to teach the complete use of such a system of measurement; now, therefore be it

RESOLVED, that North Carolina Public Schools provide increased opportunities for the learning of the modern metric system of measurement (SI) by the school year 1975-76. Instruction in the metric system should be in addition to instruction in the English System of weights and measures presently in use in the schools; provided, however, that the International Metric System of Weights and Measures shall be taught as the primary system of measurement beginning with the 1981-82 school year; and be it further

RESOLVED, that the State Board of Education adopt as policy the conversion of all measurement language to the International Metric System of Measurement (SI) in all phases of public education in North Carolina not later than the year 1981; and be it further

RESOLVED, that North Carolina institutions having approved programs of teacher preparation begin to provide for the teaching of the modern metric system (SI) by the school year 1975-76; and be it finally

RESOLVED, that this resolution be recorded in the Minutes of the State Board of Education, and copies be forwarded to the Governor, local Board of Education, to each Superintendent of Schools, and made available to the teachers in North Carolina, education, civic and industrial organizations, and to the Presidents of North Carolina institutions having approved programs of teacher preparation.

TRAFFIC SAFETY INFORMATION OFFICERS

Many activities suggest that a police officer will be a valuable resource. Contact the Information Officer for your county to come and speak to your class.

Sergeant G. L. Swanson
Information Officer
State Highway Patrol
P. O. Box 1864
Greenville, North Carolina 27834
Phone - (919) 752-6118

Bertie, Hertford, Northampton, Halifax, Edgecombe, Pasquotank, Camden, Chowan, Currituck, Gates, Perquimans, Beaufort, Dare, Hyde, Tyrrell, Washington, Pitt, Martin, Craven, Carteret, Pamlico

Sergeant W. P. Register
Information Officer
State Highway Patrol
P. O. Box 4450
Fayetteville, North Carolina 28306
Phone - (919) 484-1181

Cumberland, Sampson, Onslow, Jones, Dublin, Pender, Columbus, Bladen, New Hanover, Brunswick

Sergeant V. A. Griffin
Information Officer
State Highway Patrol
P. O. Box 100
Cary, North Carolina 27511
Phone - (919) 829-3911

Nash, Wayne, Lenoir, Wake, Vance, Franklin, Warren, Wilson, Greene, Johnston, Harnett

Sergeant J. G. Lawrence
Information Officer
State Highway Patrol
P. O. Box 20028
Greensboro, North Carolina 27420
Phone - (919) 379-5621

Chatham, Lee, Moore, Guilford, Durham, Orange, Person, Caswell, Granville, Alamance, Randolph

Sergeant J. M. Varner
Information Officer
State Highway Patrol
P. O. Box 79
Salisbury, North Carolina 28144
Phone - (704) 636-0421

Davidson, Stanly, Montgomery, Rowan, Davie, Forsyth, Rockingham, Stokes, Cabarrus

Sergeant M. K. Holcomb
Information Officer
State Highway Patrol
P. O. Box 670
Newton, North Carolina 28658
Phone - (704) 464-4210

Surry, Yadkin, Wilkes, Alleghany, Ashe, Caldwell, Burke, Iredell, Alexander, Catawba, Lincoln, Cleveland

Sergeant W. D. Stiles
Information Officer
State Highway Patrol
P. O. Box 9567
Asheville, North Carolina 28805
Phone - (704) 298-4253

Yancey, Avery, Madison, Mitchell, Watauga, McDowell, Rutherford, Henderson, Polk, Transylvania, Buncombe, Haywood, Jackson, Swain, Cherokee, Clay, Graham, Macon

Sergeant R. M. Walsh
Information Officer
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P. O. Box 1158
Monroe, North Carolina 28110
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Gaston, Richmond, Hoke, Scotland, Union, Anson, Robeson, Mecklenburg

LIEUTENANT A. W. RECTOR
COORDINATOR FOR THE STATE
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1100 NEW BERN AVENUE
RALEIGH, NORTH CAROLINA 27611

CREDIT TO. . .

Much of the teacher information, many of the activities and masters for reproduction, as well as the resource lists have been reprinted or adapted from guides and materials developed by other States and sources.

For this reason, credit is indicated by code number throughout the guide. Following are the numbered reference sources.

1. Safety Instructional System
   Maryland State Department of Education
   Baltimore-Washington International Airport
   Baltimore, Maryland 21240

2. Safety Education Units for Illinois Elementary Schools
   State of Illinois
   Office of the Superintendent of Public Instruction
   Springfield, Illinois 62706

3. Teaching about Safety Resource Units
   National Safety Council
   425 North Michigan Avenue
   Chicago, Illinois 60611

4. A Traffic Safety Multi-Media Program K-12
   Kokomo-Center Township Consolidated School Corporation
   Kokomo, Indiana 56901

5. School Safety Magazine
   National Safety Council
   425 North Michigan Avenue
   Chicago, Illinois 60611

6. All about Bikes
National Safety Council
425 North Michigan Avenue
Chicago, Illinois 60611

7. Curriculum Guide for Safety Education Grades K-6
Michigan Department of Education
Michigan Office of Highway Safety Planning
Lansing, Michigan 48902

8. Teaching Children about Safety Belts
U. S. Department of Transportation
National Highway Traffic Safety Administration
Washington, D. C. 20590

9. K-6 Indiana Traffic Safety Education Curriculum
Indiana State Department of Public Instruction
Indianapolis, Indiana

10. Steps to Safety
Raleigh Public Schools
Raleigh, North Carolina 27605

11. Traffic Safety Education Performance Curriculum
Connecticut Department of Education
Hartford, Connecticut 06115

12. Petroleum Power Program
National 4-H Service Committee, Inc.
Program Services
150 North Wacker Drive
Chicago, Illinois 60606

13. A Resource Curriculum in Driver and Traffic Safety Education
Automobile Safety Foundation
Washington, D. C.

14. Alcohol and Alcohol Safety, a Curriculum Manual for Junior High Level (Vol. I)
U. S. Department of Transportation
National Highway Traffic Safety Administration
400 Seventh Street SW.
Washington, D. C. 20591

15. Traffic Safety K-9 Curriculum Guide
Wisconsin Department of Public Instruction
Madison, Wisconsin 53702

PEDESTRIAN SAFETY

Level A

PEDESTRIAN SAFETY UNIT--LEVEL A

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PEDESTRIAN SAFETY--LEVEL A

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PEDESTRIAN SAFETY

INTRODUCTION

You, the teacher, are concerned with the health and well-being of your students. This professional guide has been developed to help you express that concern in a direct, practical way by teaching your students the basic skills that they need to take responsibility for themselves in traffic situations. When they are walking from home to school, to the playground, or to a friend's house, they must learn to look out for themselves in the traffic environment. This unit suggests activities that can sharpen the skills that children need in order to survive in a traffic environment and to develop safe, responsible pedestrian habits upon which they will build throughout life.

To understand the extent of the pedestrian accident problem in North Carolina, consider these hard facts. Approximately 2,800 pedestrians are killed or injured annually in North Carolina. Forty-four percent of the pedestrians killed or injured are under 15 years of age. In 1973, that was 918 children killed or injured. The facts indicate that most accidents result from unsafe behavior by the pedestrians. In the case of pedestrians under 15 years of age, over half of the deaths and injuries resulted from running into the street midblock or at other places where there was no intersection. Another large percentage of accidents resulted from entering the road from behind a parked car and from crossing at an intersection.

Another major problem is visibility. Small children are not easily visible to a driver and lack physical maneuverability and mature judgment. In addition, bad weather and darkness are dangerous times for pedestrians, who are much more likely to be killed or severely injured during these times.

This unit emphasizes the skills--audio, visual, and directional, and that of time-space perception--which are important to children in all aspects of their learning careers and especially in learning to take care of themselves in traffic. The first basic section concerns personal information--who are you and where do you live? Then the unit suggests

activities which will develop the children's audio perception; visual perception of signs, shapes, colors, and their relationship to the traffic environment; directionality; and judgment distance-speed-time when crossing a street. The pedestrian's responsibilities while walking are outlined in the last section. The Pedestrian Safety Unit encourages children to look out for themselves in traffic and not to rely on drivers or others to watch for them and provides activities to develop the skills, which they will need in order to do this safely.

UNIT OBJECTIVES

1. To develop safe, responsible, and informed behavior in the children as pedestrians by:

   -Enabling the children to assess possible dangers and to act intelligently in order to avoid or to respond to dangerous traffic situations.

   -Informing the children of the Rules of the Road, which the children must obey, and developing the children's understanding of the limitations and rights of both pedestrians and auto drivers.

2. To encourage the children to acquire proper attitudes and actions toward safety and to be good examples for others.

PEDESTRIAN SAFETY UNIT CHECKLIST FOR TEACHERS

The Pedestrian Safety Unit Checklist is provided for you as a pre-test to help you determine your children's knowledge in this content area and to provide direction for developing their safety habits and skills in pedestrian safety.

1. Can the children readily recite their full names, addresses, name of school, telephone numbers, and parents' names and places of work?
2. Can they give reason as to why knowledge of personal information is important?
3. Can the children distinguish between noises in the traffic environment that are important and other background noises?
4. Do they know why it is important to listen for sounds in the traffic environment?
5. Can the children readily identify the geometric shapes used in the traffic environment?
6. Do the children know what they are supposed to do and what cars are supposed to do according to the traffic signs?
7. Can they identify signs that a pedestrian must obey in the traffic environment?
8. Do they know the meanings of the different colors used on traffic signal lights?
9. Do they wear light or reflective clothing if they are walking after sundown? Can they explain why this is necessary?
10. Are they always on the alert in bad weather?
11. Can the children demonstrate or explain how to cross the street properly at a guarded intersection? At an unguarded intersection?
12. Do they know how to judge the distance to cars and how far away a car must be to allow enough time for them to cross the street safely?
13. Do the children walk on the left shoulder facing traffic when there is no sidewalk?

14. Do the children recognize safety patrol persons, school guards, and policemen and cooperate with them?
15. Do they know the reasons for not stepping from behind parked cars? For not running across the street?
16. Do they demonstrate courtesy to others as pedestrians?
17. Do the children know and obey all safety rules concerning pedestrian behavior?
18. Can they define the role of a pedestrian in the traffic environment?
19. Can the children list various traffic safety needs and behavior related to pedestrian safety?

PEDESTRIAN SAFETY--LEVEL A

CONCEPT I: PERSONAL INFORMATION

OBJECTIVE:

After appropriate learning experiences, the child will be able to recite his full name, address, name of school, telephone number, parents' names and places of work.

CONTENT FOR DISCUSSION:

A child should know this information in case he becomes lost or ill. A policeman or other helpful person will find it difficult to help the child without this information.

ACTIVITIES:

1. Name Game (Teacher Resource). The purpose of this game is for each child to learn his full name, address, telephone number, name and address of his school, and parents' names and their places of work. Have the children use a toy telephone to ask each other these questions and to answer them. Then discuss with the children why knowing these things is important.

2. Tape It. Ask each child to tape on a recorder his name, address, telephone number, parents' names and places of work. Then play the children's recordings for them.

3. Role-Playing. Divide the class into partners. Ask one child to pretend to be a policeman, the other to be a lost child. Ask the child who is lost to tell the policeman the information he needs to know in order to help him find his way home. Then have the children exchange places.

4. Bulletin Board. Make a plain, undecorated house for each child in the class with his name on it and place it on a bulletin board. Ask each child to put his address on his house. Then let each child add a door,

window, etc., to his house as he is able to tell you his full name, parents' names, etc. In addition, a map can be drawn and each child's house may be placed in its proper location in relation to the school, helping the children to visualize the area.

PEDESTRIAN SAFETY--LEVEL A

CONCEPT II: LISTENING

OBJECTIVE:

The child will be able to distinguish between important noises in the traffic environment and unimportant background noises after a series of learning experiences.

CONTENT FOR DISCUSSION:

Children must not only learn to look for cars but also to listen for them. Many times the child's view can be obstructed, a car will turn a corner suddenly or pass another car, and without conditioning the hearing responses to listen for such vehicle sourds, the child can be in great danger. Therefore, it is necessary to train a child's hearing and listening responses to survive in the traffic environment.

ACTIVITIES:

1. Imitating Traffic Sounds.[1] Ask the children to play echo game. Tell them that you are going to tell them a story and ask them to give the sound information that each line has told them to give.

   At the corner:

   a. I hear big trucks with large wheels that go by. (Make sound.)
   b. I hear big cars with big horns. (Make sound.)
   c. I hear little cars with little horns. (Make sound.)
   d. I hear bicycles that go by with bells. (Make sound.)
   e. When all the cars stop, I hear...(Make sound.)
   f. When all cars go, I hear...(Make sound.)

2. Guess What?[3] Ask one child to name three things that are related to the traffic environment (stop sign, patrol boy, green light, etc.). Then have him call on another classmate to repeat in order (or in reverse order) those things named. If that child can repeat the words

correctly, he may give the next three words (they should be different) and call on someone to repeat them. The number of items can be increased each time the game is played.

3. What Made the Sound?[1] Have traffic sounds listed on the board. Have pictures of traffic objects on a flannel board close to the blackboard. Ask the children to run strings from the traffic sound to the pictures of the objects that make the sound.

4. Identifying Sounds.[9] Tape-record common traffic sounds (car, truck, bus, bike, horns, screeching tires, car doors slamming, a policeman's whistle, the different sounds of a car's engine, etc.). Play the tape and have the children identify the sounds and tell why each might have been made. Ask them why it is important to listen for sounds in the traffic environment. Does a car that is close by make a louder or softer sound than a car that is far away?

5. Listening Skill.[1] The purpose of this activity is to train children to listen so that they will be able to recognize auditory cues. Select familiar sounds which occur frequently in the classroom environment. Ask the children to guess what makes the sound. Let one child at a time sit in the corner. Blindfolds can be used.

   a. Shake a maraca.
   b. Turn an egg beater.
   c. Sweep with a broom.
   d. Use a pencil sharpener.
   e. Crumble a paper.
   f. Pour water.
   g. Saw wood.
   h. Ring a bell.
   i. Pop a balloon.
   j. Blow a whistle.
   k. Toot a horn.
   l. Hammer a nail.

6. Listen Carefully.[1] This activity is designed to give children practice in following simple directions. Give each child crayons and a blank sheet of paper. Then say, "Listen carefully and do exactly what I say." Give three or four simple directions such as:

   a. Draw a circle near the top of your page.
   b. Draw a circle under the top circle in the middle of your page.
   c. Draw a circle under the middle circle near the bottom of your page.

   In the beginning, give only one direction. Continue with more exacting directions.

   d. Color the top circle red.
   e. Color the middle circle yellow.
   f. Color the bottom circle green.

7. Whisper Game.[10] Divide the class into two teams. Have each team sit or stand in a line. Ask one child on each team to be the leader. Ask each leader to whisper a safety rule to the one in line behind him. The safety rule is passed by whispers all the way to the end of the line. The team that has passed the rule to the last person most correctly wins a point. A new rule is then passed back by the new leaders of the line.

PEDESTRIAN SAFETY--LEVEL A

CONCEPT III: SEEING (VISUAL PERCEPTION)

OBJECTIVE:

The child will be able to identify colors and identify, match and name the geometric shapes used in the traffic environment after appropriate experiences.

CONTENT FOR DISCUSSION:

Pedestrians should know all traffic signs so that they know what they are to do and what the cars are to do.

They also need to know the signs and the signals that a pedestrian must obey--PED X-ING, crosswalk patterns, traffic lights. Pedestrians have the right-of-way in crosswalks--nowhere else.

Pedestrians may cross only on the green light facing them. They must stop on red, wait on yellow, and <u>always</u> look and listen before they cross. Remember, vehicles can turn right on red in North Carolina. Always cross on <u>green</u> and <u>always</u> check to your left around the corner before crossing.

ACTIVITIES:

1. <u>Traffic Signal Light for Classroom Window</u>.[1] To help the children to become familiar with the traffic signal light, trim the corners of a sheet of yellow construction paper so that it has the overall form of a traffic signal light. Cut out three circles (vertically) the size of a signal light. Mount red, yellow and green cellophane paper on the back, forming a signal light. Display this in the classroom window.
2. <u>Traffic Light</u>.[1] Make copies of Master for Reproduction #1, page 25. Ask the children to color the traffic signal light to look like a real traffic light.
3. <u>Discussion</u>.[1] The following questions can be used to discuss the traffic signal light:

a. What color tells the driver and pedestrian to stop?
b. Which circle on the traffic signal light is yellow?
c. What does the yellow light tell the driver and pedestrian to do?
d. Which circle on the traffic signal light is green?
e. What does the green light tell the driver and pedestrian to do?
f. Does the traffic signal light on your paper look like a real traffic signal light?

4. Milk Carton Traffic Signal Light.[2] Cover a milk carton with black construction paper. On one side put one red circle at the top. On side two put one yellow circle in the middle. On side three put one green circle on the bottom. On the fourth side, put all three circles in position with masking tape so as to change positions of the colors. Attach a paper towel roll to the bottom by cutting a hole in the bottom of the carton. Insert the tube, secure it with tape around the hole, and cover the paper towel roll with black construction paper. After the traffic signal light is made, set up an intersection and let children take turns manipulating the signals.

Ask one child to hold the traffic signal light and have the rest of the class stand opposite the child with the traffic light.

First show the red side of the traffic light. Ask the children, "If you were a driver or a pedestrian, what would you do if you saw this light?"

Show the yellow side and ask the children to show what they do when they see this light. Show the green side and ask the children to show what they do when they see this light.

Now show the side with three circles (first put the circles in incorrect positions). Ask what's wrong with the traffic light and have one of the children arrange the colors in the proper positions.

Then point to different colors and ask the meaning of each color.

5. Draw a Traffic Signal Light.[7] Give the children crayons and a blank piece of paper. Ask them to draw a picture of a traffic signal light from memory. Ask them to look at each other's picture to see if the colors are placed correctly. Ask the children what they do at traffic signal lights.

6. Red Says Stop.[2] Let this story help you teach traffic rules. It can be used during a unit on transportation also. Substitute vehicles for ones mentioned or add other vehicles, as you wish.

A realistic traffic signal light can be made from a long piece of black tagboard. Cut three round holes and back them with thin red, yellow, and green paper so light will shine through. Write the following on the blackboard or put it on a flannel board. Ask the children to read it or have them memorize it:

Red Says Stop
RED on top, and GREEN below
RED says, "Stop!" And GREEN says, "Go!"
YELLOW says, "Wait," even if you're late.

Then read the following story to the class, having one child shine a flashlight behind the appropriate color of the traffic signal light as the other children repeat the poem.

Do you know what Jimmy did? He learned that poem--every word of it! Now, that very afternoon, as Jimmy was walking home from school, he saw a blue bus carrying people from Chicago to New York City. Would the blue bus know the poem? Jimmy watched to see. (Each time the name of a color appears in capital letters hereafter, the storyteller either points to the corresponding felt circle on the flannel board or the child who has the signal to operate holds the lighted flashlight behind the appropriate color.) The light was YELLOW. The blue bus slowed down. The light was RED. The bus stopped; someone in the bus waved to Jimmy. The light turned GREEN. On went the bus. Yes, the blue bus knew the safety poem. Let's see if you remember it.

(Children and teacher say safety poem.)

Jimmy said, "When I grow up I want to be a driver of a blue bus. Wait and see." "Well, what is coming now?" Jimmy wondered. It was a big trailer truck. The light was GREEN but the trailer truck did not go faster. The light was YELLOW. The truck slowed down. The light was RED. It stopped. Yes, the trailer truck knew the safety poem.

(Children repeat it.)

Jimmy said (Children say Jimmy's "I want to be" poem using "driver of of a truck"). Jimmy walked along. Each time he came to a traffic light he watched to see if things on wheels driven by people knew what to do. All at once he saw a cement mixer. "Oh, dear," said Jimmy. "That cement mixer is awfully big. Maybe the driver can't see the traffic lights." But the cement mixer stopped when the light was RED just as nice as you please. It, too, knew the safety poem

(Children repeat poem and Jimmy's "I want to be" verse.)

Next an old pick-up truck came along carrying vegetables to market. "I wonder if the pick-up truck knows the safety poem," thought Jimmy as he walked along the sidewalk, being careful not to bump into anyone. But the pick-up didn't even slow down! Do you know why? Yes, the light was GREEN.

(Children say safety poem and Jimmy's "I want to be" verse.)

Along came a motorcycle. Maybe it didn't know the traffic rules! Of course it did. The driver was a policeman and he was particularly careful. Jimmy said the safety poem to himself as he walked along.

(Children say safety poem and Jimmy's "I want to be" verse.)

"Whiz!" A small car came along, going too fast. The light turned RED, but the small car was going too fast to stop. "Screech!" A car going the other way had to put on its brakes very fast. (Siren sound.) A siren! Was there a fire? No. (Siren sound.) Was it a police car? Yes. "Someone is going to get a ticket," said Jimmy

sadly. "I guess he never learned the safety poem." But you and I know that the driver of the small car did know the safety rules. He just didn't think. The policeman gave the driver a ticket so that next time he will remember. By now Jimmy was home. His mother gave him a kiss and a cookie. Between bites of cookie, Jimmy said, "I learned a safety poem today." And he said it for his mother. Maybe you can say the poem for your mother when you go home from school this afternoon. Shall we see?

(Children repeat the safety poem, which teacher has removed from the board, to test their memories.)

7. Color Games.[2]

a. I Spy. Ask one child to choose an object in the room with a specific color. He will say, "I spy something...." The other children take turns at guessing what he chose. The one who guesses correctly is the next one to choose something.

b. Red Light, Green Light. Ask one child to stand in front of the room with his back to the class. The rest of the class stands at the opposite end of the room. The child in front, without turning around, will say "green light" and the class quietly walks toward him. He may say "red light" at anytime he chooses. When this is said, the class stops immediately. He quickly turns around, and if he finds anyone moving they are out of the game. The first child to reach him without being caught is the next leader of the game.

c. What Color is Missing. Make nine squares, one for each of the nine different colors, out of construction paper: red, green, yellow, blue, orange, brown, purple, black, and white. Ask the children to sit in a circle. Place the squares on the floor in the center of the circle. Review the colors that are on the floor with the children. Ask one child to leave the room. Ask another child to remove one square and place it behind his back. Call the first child back into the room and ask him to identify the color that is missing. Let as many children as possible have a turn.

8. Seeing Similarities.[1] Place a circle, square, and triangle on a flannel board. Give the children duplicates of the three shapes and let them match their duplicates with those on the flannel board.

9. Recognizing Distinctions.[1] Make two shapes each of a circle, square, and triangle. Put three shapes, two of which are alike, on a flannel board. Ask the children to pick the "different" shape from the group.

10. Traffic Sign Puzzles.[9] Make traffic signs from Masters for Reproduction #2 through #9, pages 26 - 33 . Color each traffic sign and place it on a flannel board. Make another set of traffic signs, color them and cut them into large pieces. Have the children take turns putting the pieces together on the flannel board beneath the correct whole sign. Make additional copies and allow the children to color them. The copies may be used for a bulletin board or stapled to make a book of traffic signs.

11. Sign Mobiles.[3] Let the children make "sign mobiles" for the classroom. Have them cut from heavy construction paper, pointed cardboard, or colored felt the various sign shapes, making sure that they have used the right colors. Have them attach the proper lettering and make the signs two-sided. The signs may be suspended with string from coat hangers, sturdy branches, or dowels.

12. Table Top Street.[7] Make a table top diagram of street intersections, with clothespin people, toy cars, and toy trucks. Ask the children to take turns showing safe and unsafe ways of crossing busy streets. As alternate activities, a sandbox community with intersections, vehicles, and pedestrians can be designed or streets and intersections can be laid out in your room or gym allowing children to play as pedestrians and vehicles. Let the children discover various traffic safety needs and behavior through play activity.

13. Discussion and Draw. Discuss with the children the reasons for wearing light or reflective clothing before sun-up, after sundown, or at night. Explain to them that light or reflective clothing helps you to be seen by the motorists. Then ask the children to draw a picture of themselves wearing white at night.

14. Color Me Safe.[5] We teach children to look when they cross an unguarded street and to obey signals, signs, and policemen. Then we can hope that they will remember. But can we guarantee that they will be seen by the car turning the corner on a foggy day or by the truck driver seated high in his cab as he drives across packed snow on a glaringly bright day? At night when drivers are concentrating on the road conditions, will they notice the small child, dressed in dark clothes darting across the street?

    Drivers must see children, before they can avoid hitting them. If youngsters dress in clothes that contrast in color with the "color" of the weather, they are seen more easily by drivers. This little paper doll "Chucky Clothes Conscious" can help teach children to wear something white or reflective at night, something bright on foggy or rainy days, and something dark on bright sunny days.

    Make copies of Masters for Reproduction #10 through #13, pages 34 - 37 . Give each child a copy. Ask the children to cut out Chucky and trace him on cardboard. Then cut out the cardboard figure. Have the students cut out the clothes and trace them on different colors of construction paper. Discuss with the children the different colors of clothing that are easily seen by drivers in different types of weather. Each morning ask the children to dress their Chucky according to what the weather is like that day.

15. Color Recognition.[1] Make copies of Master for Reproduction #14, page 38 , and distribute it to the children. Tell them to color the vehicles shown on the master the colors that are indicated on each vehicle. Ask the children why they think RED has to be used as the warning color instead of GREEN or YELLOW.

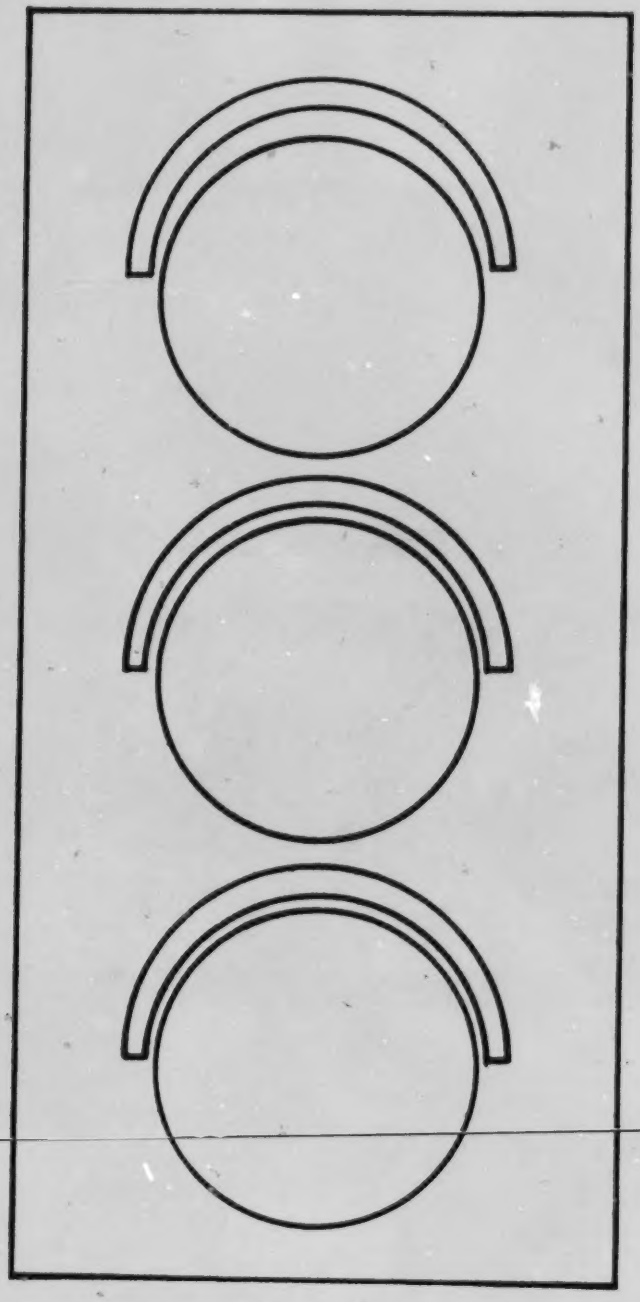
16. Color Word Recognition.[1] To stimulate the understanding of the colors used in the traffic environment, let the children color the vehicles in Master for Reproduction #15, page 39 , "Color word recognition using vehicles." Ask them if the colors green, red, yellow, or white are important to pedestrians. Why, where, or when are they used? Note: white should be related here to wearing light clothing if walking at night.

17. Stop and Go.[1] Distribute copies of Master for Reproduction #16, page 40 . Go over the action in each of the four picutures with the children without discussing the color of the traffic light. Tell the children to color one light in each picture that is telling the pedestrians what to do, if they are obeying the traffic light. Discuss with the children the importance of obeying traffic signal lights.

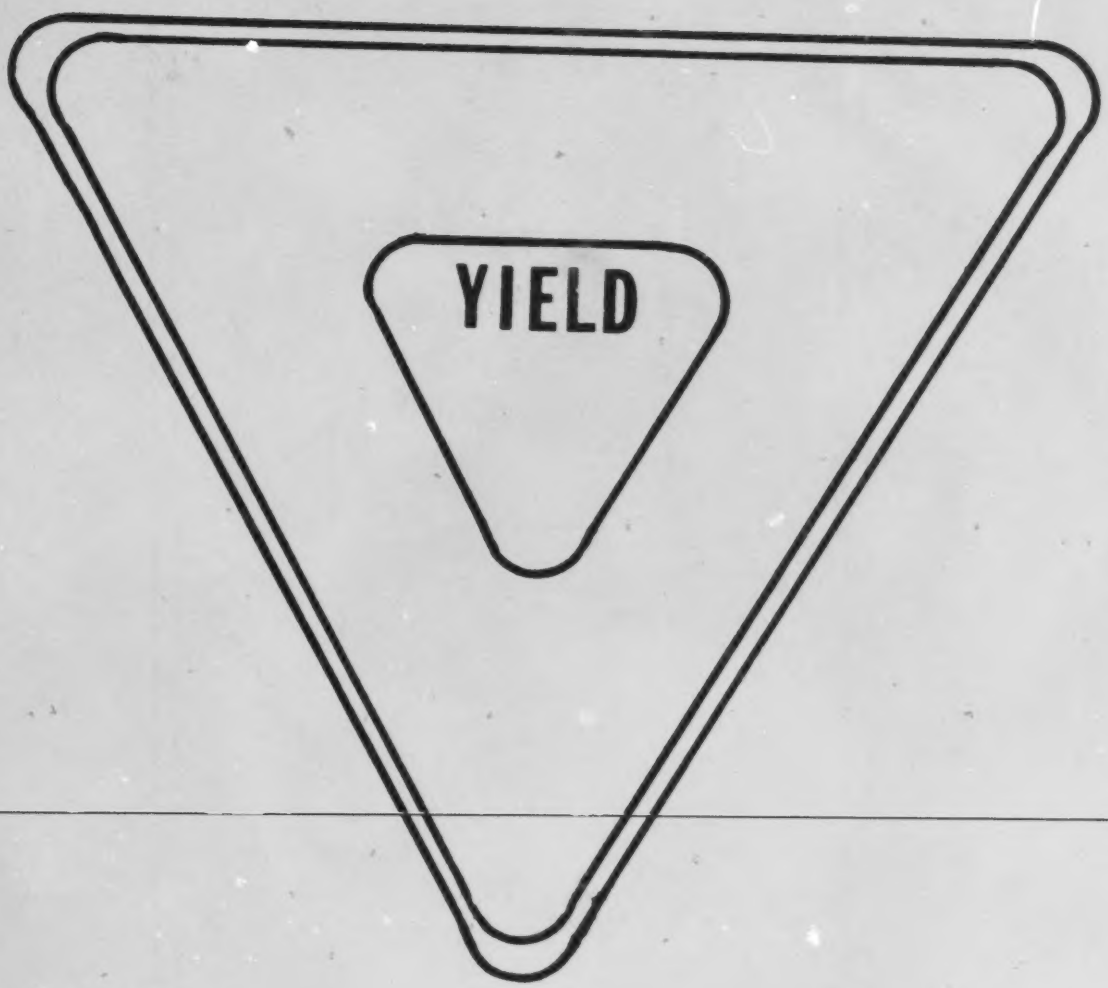
18. Supplementary Songs and Poems:

"Colors We Know," page 75 .
"To Cross the Street in Safety," page 75 .
"Red, Yellow, Green Light," page 79 .
"Please be Careful," page 76 .
"Signal Lights," page 77 .
"Jack Horner," page 78 .

Pattern for Traffic Light Activity



STOP


YIELD

28

41

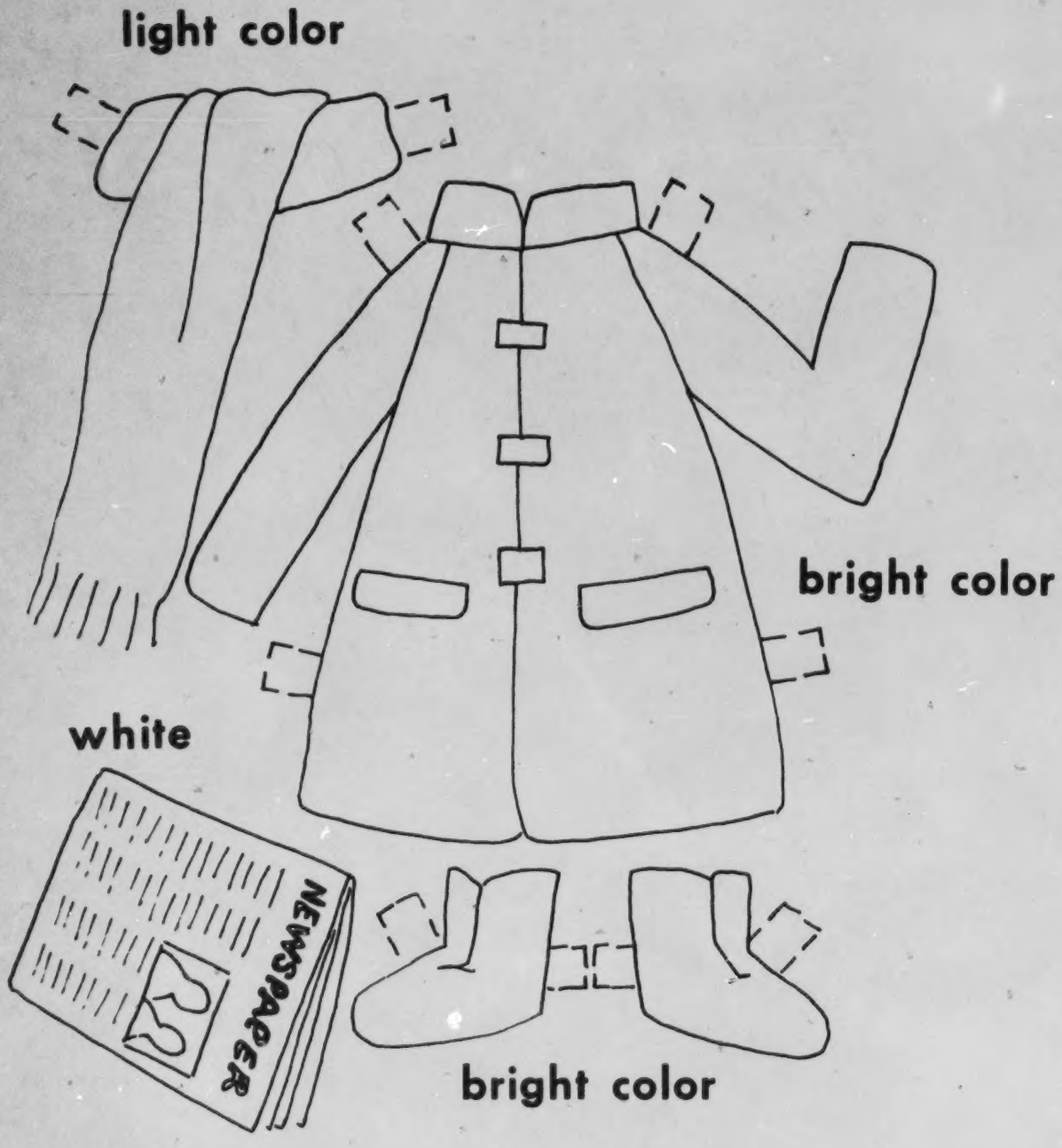
42

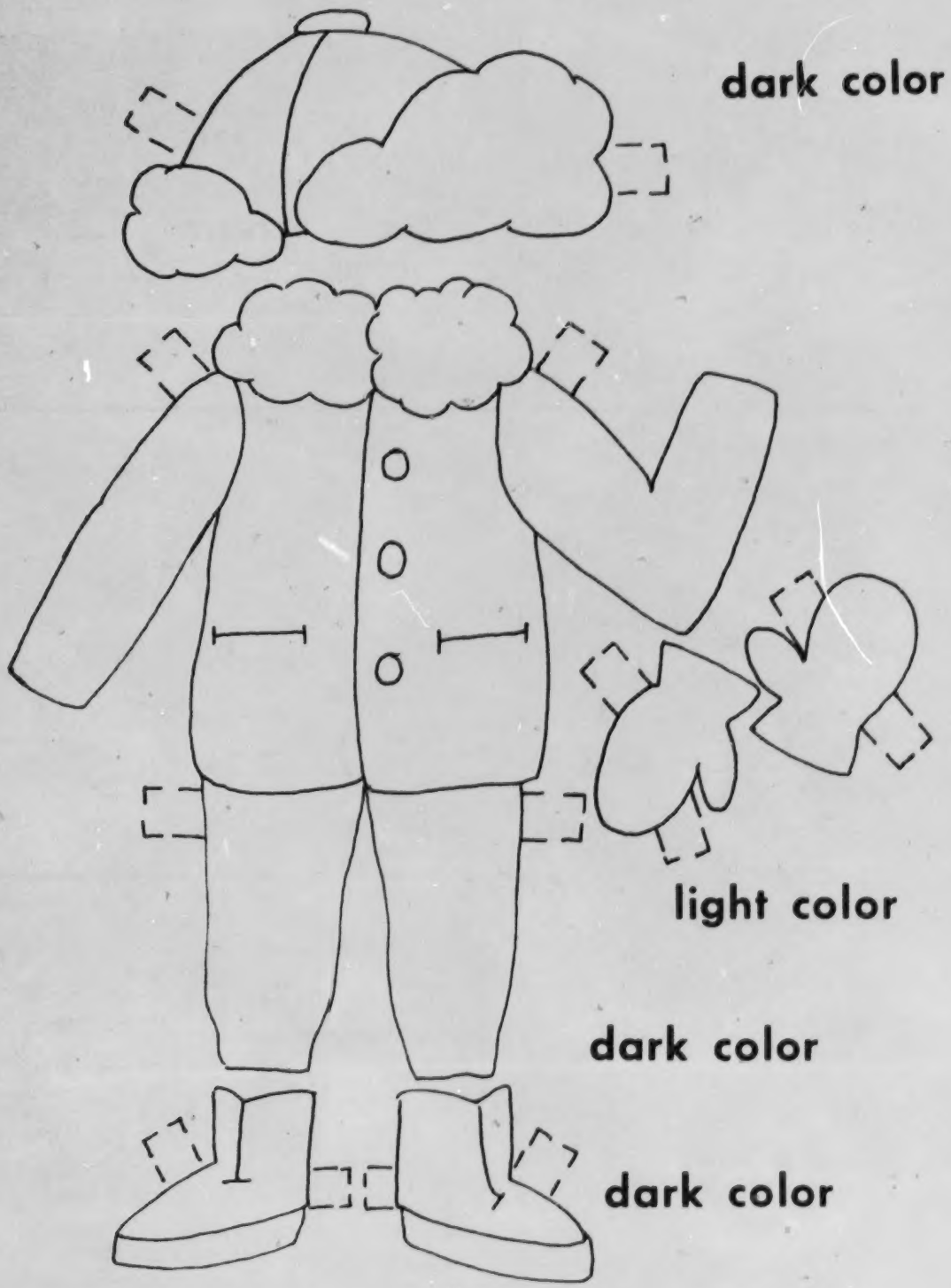
R
R

RAIL
ROAD
CROSSING

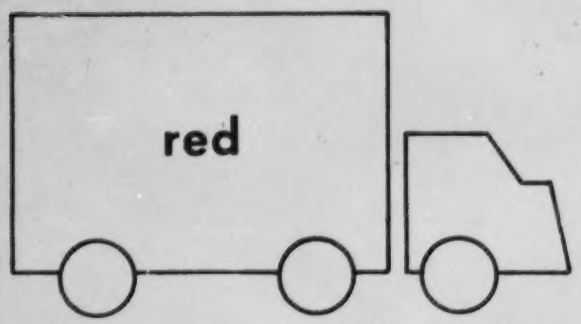
47

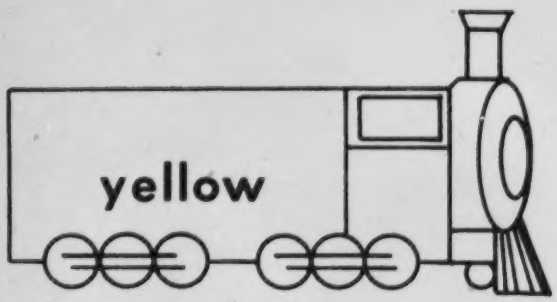
light color
bright color
white


light color
bright color
white
NEWSPAPER
bright color

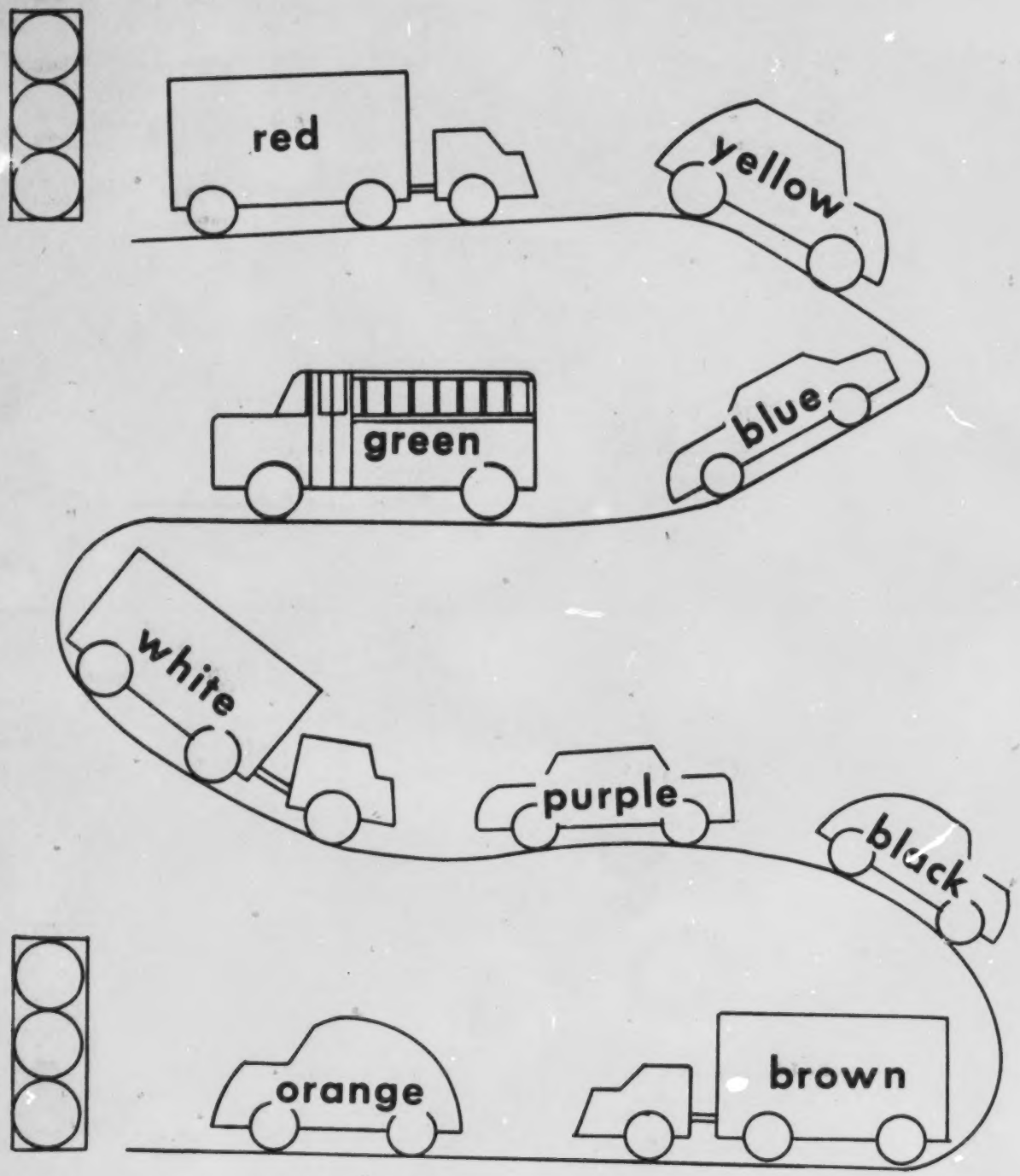

dark color
light color
dark color
dark color

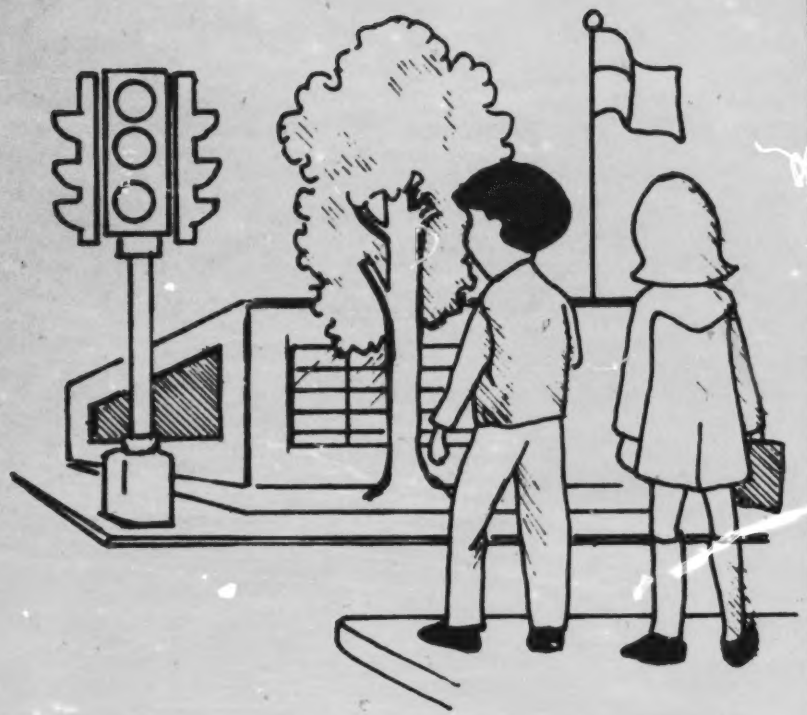
Color Recognition Using Vehicles





Color Word Recognition Using Vehicles





PEDESTRIAN SAFETY--LEVEL A

CONCEPT IV: DIRECTIONALITY

OBJECTIVE:

Given specific examples of directionality activities, the child will be able to perform orally, physically, or in written form the activity with a reasonable degree of accuracy.

CONTENT FOR DISCUSSION:

Basic physical and mental perceptual skills are essential in order for children to function effectively in the traffic environment. Children must know the following:

1. Some things are in front of us; some things are in back of us.
2. Some things are to the right of us; some things are to the left of us.
3. Some things are to the right of each other; some things are to the left of each other.
4. Some things are higher than us; some things are lower than us.
5. Some things are higher than others; some things are lower than others.

ACTIVITIES:

1. Pretest or Posttest.[1] Use Masters for Reproduction #18 and #19, pages 47 and 48, a posttest for kindergarten and a pretest for first grade to determine the children's ability to perform directionality ability.

2. Finger Play.[1] Right and left directionality.

This is my right hand,
Raise it up high;
This is my left hand,
I'll touch the sky.

Right hand, left hand,
Twirl them around;
Left hand, right hand,
Pound, pound, and pound.

This is my right foot,
Tap, tap, and tap;
This is my left foot,
Pat, pat, and pat.

Right foot, left foot,
Run, run, and run;
Left foot, right foot,
Jump, jump for fun.

Face right, face left,
Turn round and round;
Face left, face right,
Jump up and down.

Right hand, left hand,
Clap, clap, and clap.
Right foot, left foot,
Tap, tap, and tap.

--Virginia Lee Maloney
Instructor Golden Book

3. Finger Play. One-two-three-go.
Look to left
And look to right--
Is there anything in sight?
Bus and car
Or truck or van?
Bicycles
Or ice cream man?
Left is empty
So is right--

Not a single thing in sight!
Except a pup
Who does not know
The sign means go!

--Norah Smaridge

4. Song. (Tune - Farmer in the Dell.)

He shook my right hand, oh!
(Hold out right hand.)

He shook my left hand, oh!
(Hold out left hand.)

He shook my right hand, then
my left.
(Hold out right hand, then
left hand.)

And now I like him so.
(Shake both hands.)

She tapped my left foot, oh!
(Hold out left foot.)

She tapped my right foot, oh!
(Hold out right foot.)

She tapped my right foot and
my left.
(Touch right foot, then
left.)

And now it's off I go!

5. Where Am I?[1] Ask the children to stand anywhere they would like in the classroom--next to, behind, or in front of some object. Have another child name an object in the room; the child who is standing must give the location of the object in relation to his position. For example, a child may say that the teacher's desk is behind him.

6. Building a Traffic Scene.[1] Distribute Masters for Reproduction #20 and #21, pages 49 and 50. Instruct the children to cut out the objects on Master for Reproduction #20 and paste the object on Master for Reproduction #19. Read the following instructions to the children for this directionality activity. You are standing at "X" on the sheet entitled, "Building a Traffic Scene." Paste:

   -The car closest to the stop sign.
   -The traffic light above the pedestrian walking in the center of the crosswalk.
   -A one-way sign on the street closest to you.
   -The school next to the largest building.
   -The boy with the kite in his right hand on the left side of the street.

7. Obstacle Course. Set up an obstacle course in your room or gym using chairs, ropes, tables, blocks, etc. Give instructions to children, such as go under the rope, between the tables, over the block, behind the chair, etc.

8. Dot's Right. Distribute Masters for Reproduction #22, #23, and #24, pages 51-53 to reinforce directionality concepts. Read the directions on the Masters to the children.

DIRECTIONALITY

Post-test for Kindergarten
Pre-test for Grade One

Instruct children to perform the tasks below individually or in small groups. Use check sheet provided to indicate areas where improvement is needed.

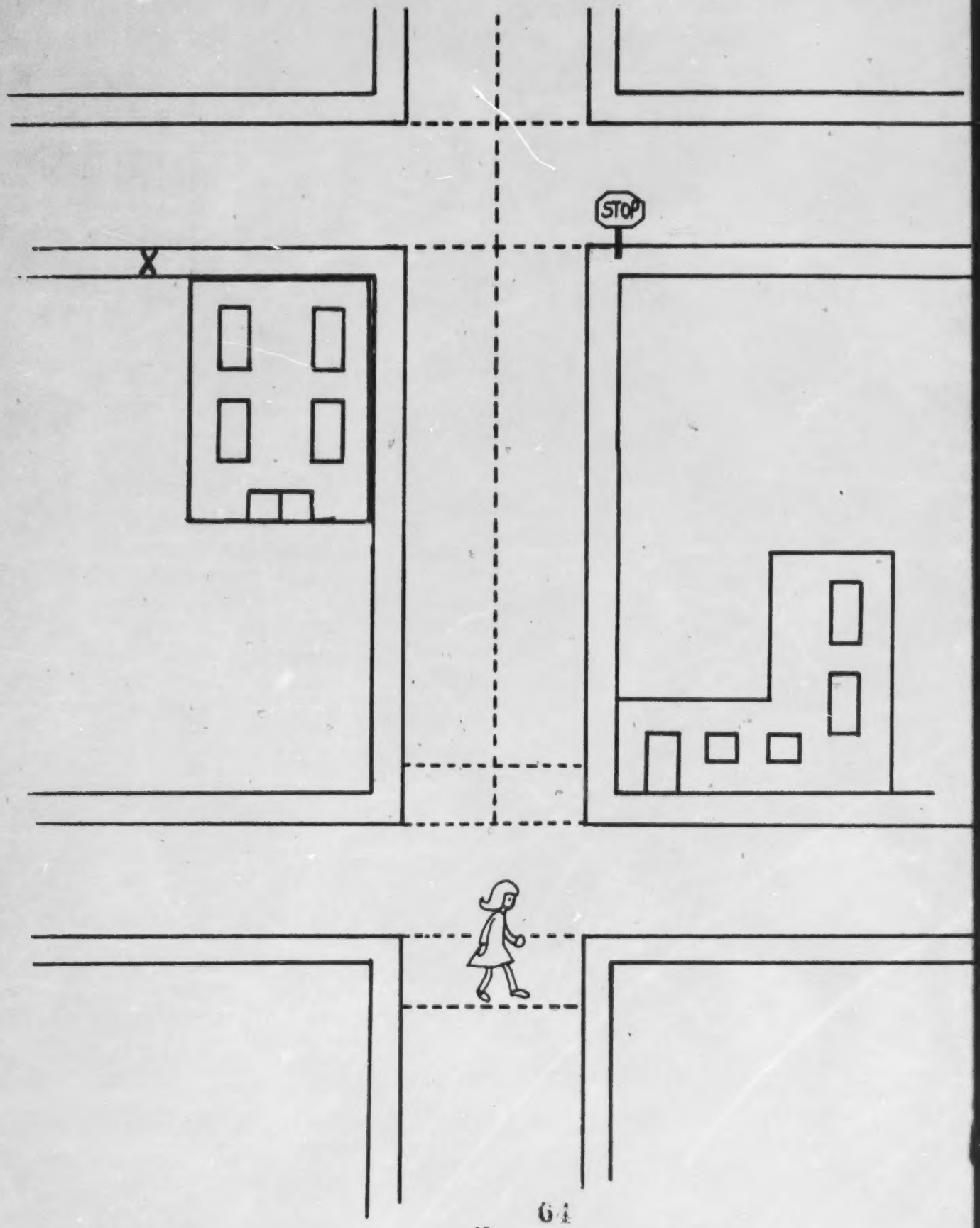
RIGHT AND LEFT DIRECTIONALITY ACTIVITIES	Name of Student																
1. Hop to the right																	
2. Hop to the left																	
3. Look to the left side of body																	
4. Look to the right side of body																	
5. Point to the right side of your head																	
6. Point to the left side of your head																	
7. Point to your right foot																	
8. Point to your left foot																	
9. Touch your right shoulder																	
10. Raise the right arm, shoulder, leg, etc.																	
11. Bend the left knee, elbow, hand, etc.																	

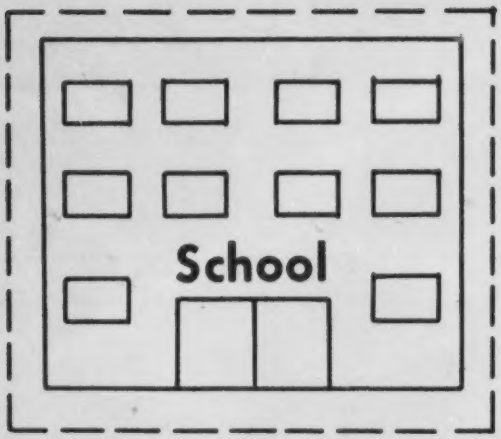
DIRECTIONALITY (con.)

	Name of Student																	
12. Raise the left arm & right leg, or raise right arm & left leg																		
13. Touch the left ankle, left ear, left ankle, left foot, etc.																		
14. Swing the right arm, left arm																		
15. Swing the left leg, right leg																		
16. Run to the right																		
17. Run to the left																		
18. Tiptoe to the right																		
19. Tiptoe to the left																		
20. Touch left shoulder with left hand; right ear with left hand, etc.																		
21. Swing the right arm and left leg, etc.																		
22. Swing right arm and right leg--left arm, left leg.																		

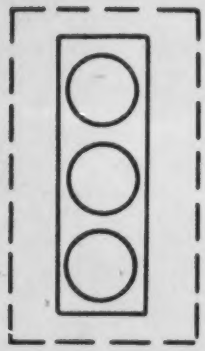
COMMENTS:

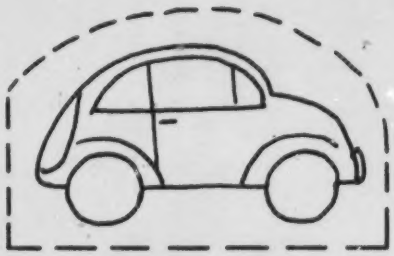
Building a Traffic Scene




School

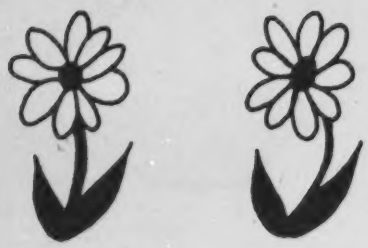
ONE WAY





Left or Right

1.

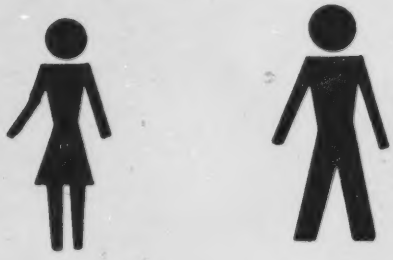


Draw a circle around the flower on the right.

2.

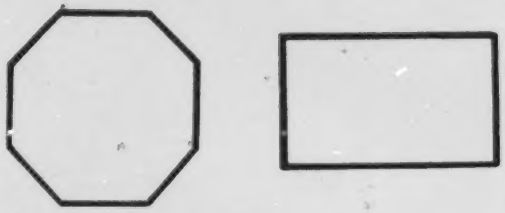
Put a dot in the center of the triangle on the right.

3.



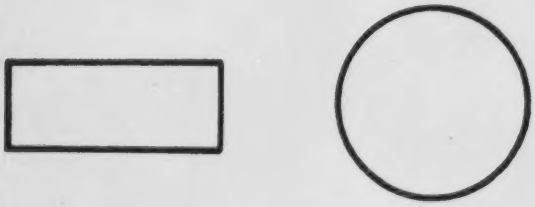
Draw a circle around the person on the left.

4.



Put a dot in the center of the shape on the left.

5.



Draw a circle around the shape on the right.

6.

Draw a circle around the picture on the left.

Direction Exercise

1.

Draw a line between the girls.

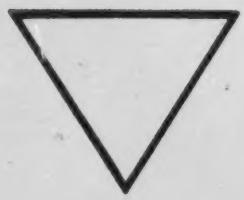
2.

Put a dot in the center of the circle.

3.

Put a dot beside the square.

4.



Put a circle under the triangle.

5.

Put a dot over the dog.

6.

Draw a line through the circle.

Direction Exercise

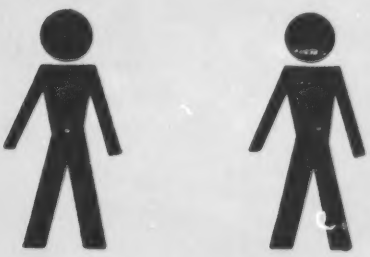
1.

Draw a line between the boy and the dog.

2.

Draw a line under the traffic light.

3.



Draw a line between the people.

4.

Draw a line between the people and the house.

5.

Draw a circle around the stop sign.

6.

Draw a line between the girl and the bike.

PEDESTRIAN SAFETY--LEVEL A

CONCEPT V: JUDGING DISTANCE-SPEED-TIME

OBJECTIVE:

The child will be able to apply in an actual street situation the safe distance concept, after experiencing activities that develop awareness of distance-speed-time.

CONTENT FOR DISCUSSION:

Children must know how to judge the distance of cars and how far away a car must be to allow enough time to cross the street safely. Cars must be at least one block away in order to allow children to cross most streets.

ACTIVITIES:

1. The Most Direct Route.[1] Make copies of Master for Reproduction #25, page 57, and give each child a copy. Using a crayon, have the children trace the paths that the vehicles and pedestrians would follow to reach their destinations. Ask the children which is the shortest route in each set of pictures and why it is the shortest. (The shortest distance between two points is a straight line.)

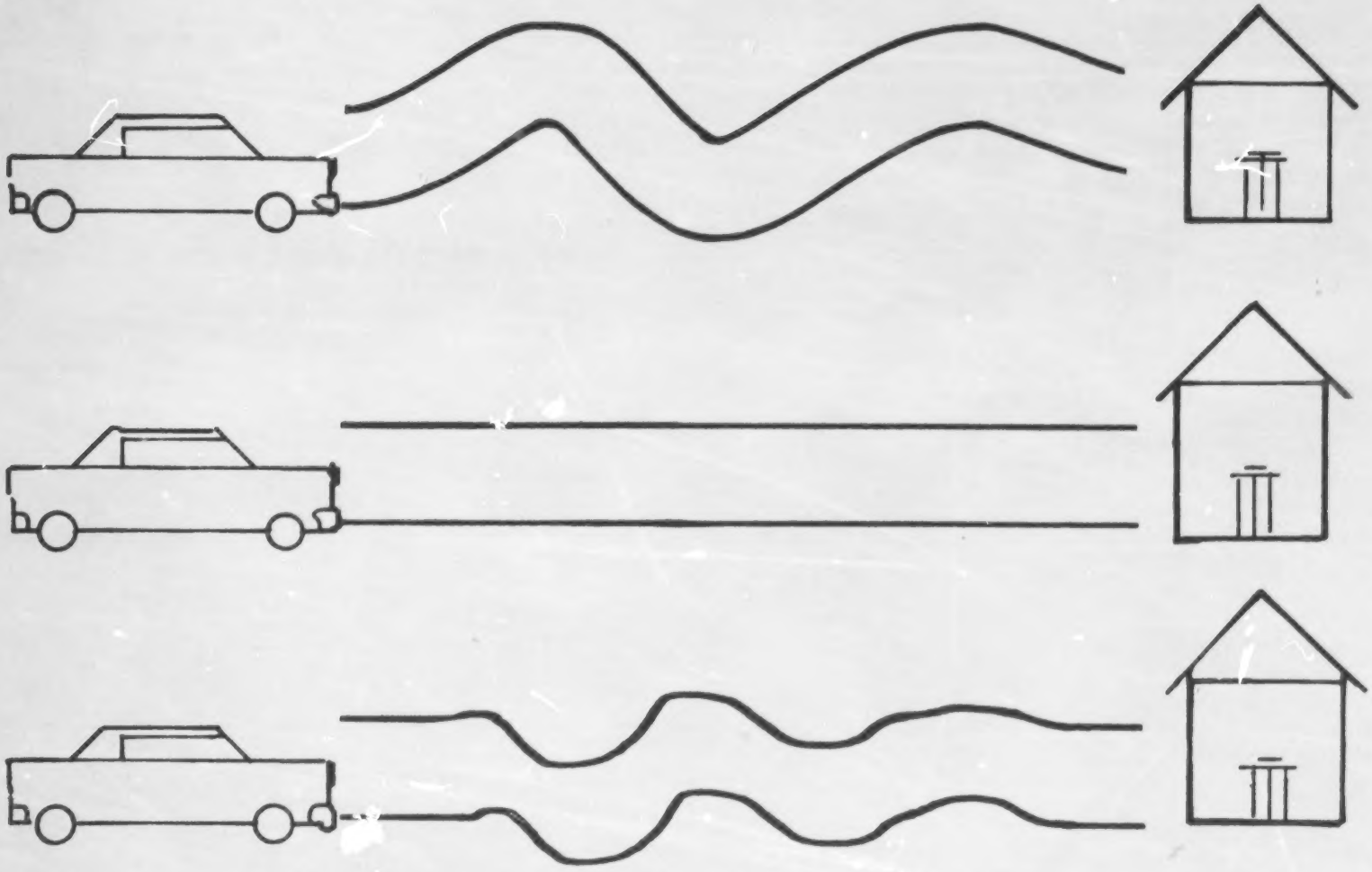
2. Counting Blocks.[1] Make copies of Master for Reproduction #26, page 58, and give them to the children. This master will help the children understand the concept of a city block as a unit of measurement. Ask the children to locate the picture of the boy and the picture of the school in both sections. Ask them what forms they see between the boy and the school in each section. Ask them:
   a. How many blocks do you see in picture A? Ask them to point to the blocks and count them.
   b. What do you see located between the boy and the school in picture C? Does it look like a street with blocks on each side? How many blocks will the boy now have to walk to school?

Explain to the children that even though they see only one side of the block in picture A, and both sides of the block in picture B, there are still only three blocks between the boy and the school in both pictures.

3. Judging Near and Far.[1] Make copies of Master for Reproduction #27, page 59, for the children. Ask them to use a red crayon to color the car that is nearest to the children. Then have them use a green crayon to color the car that is farthest away from the children.

4. Practice on the Street.[1] With parental permission, take the class outside in an actual street situation and let them practice the application of the rule: Cars must be at least one block of distance away in order to allow enough time to cross most streets. Ask the children to stand on a street corner and determine the distance of a block in both directions. Ask them to watch for cars and to determine when cars pass the one-block point.

The Most Direct Route



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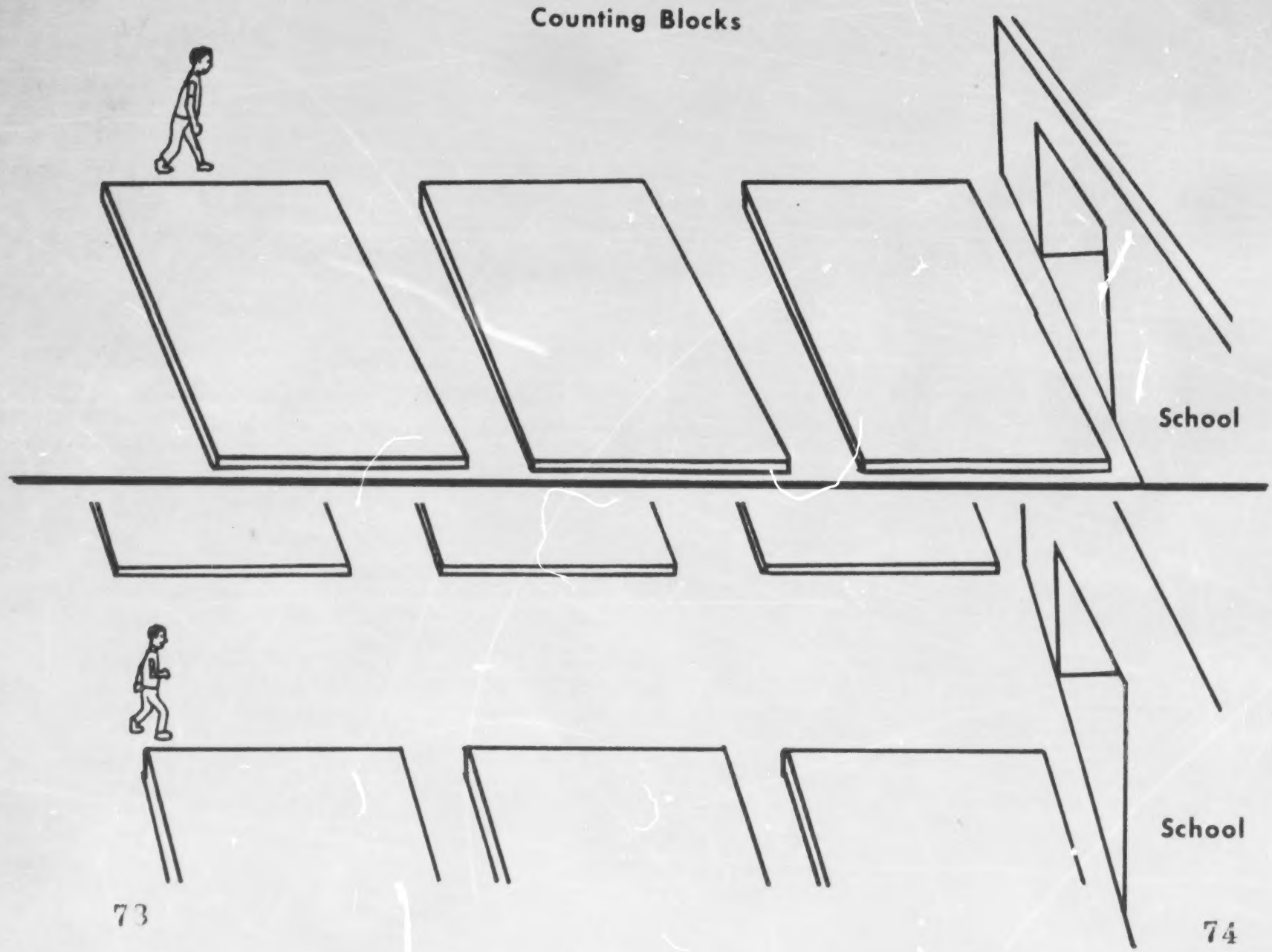
Counting Blocks



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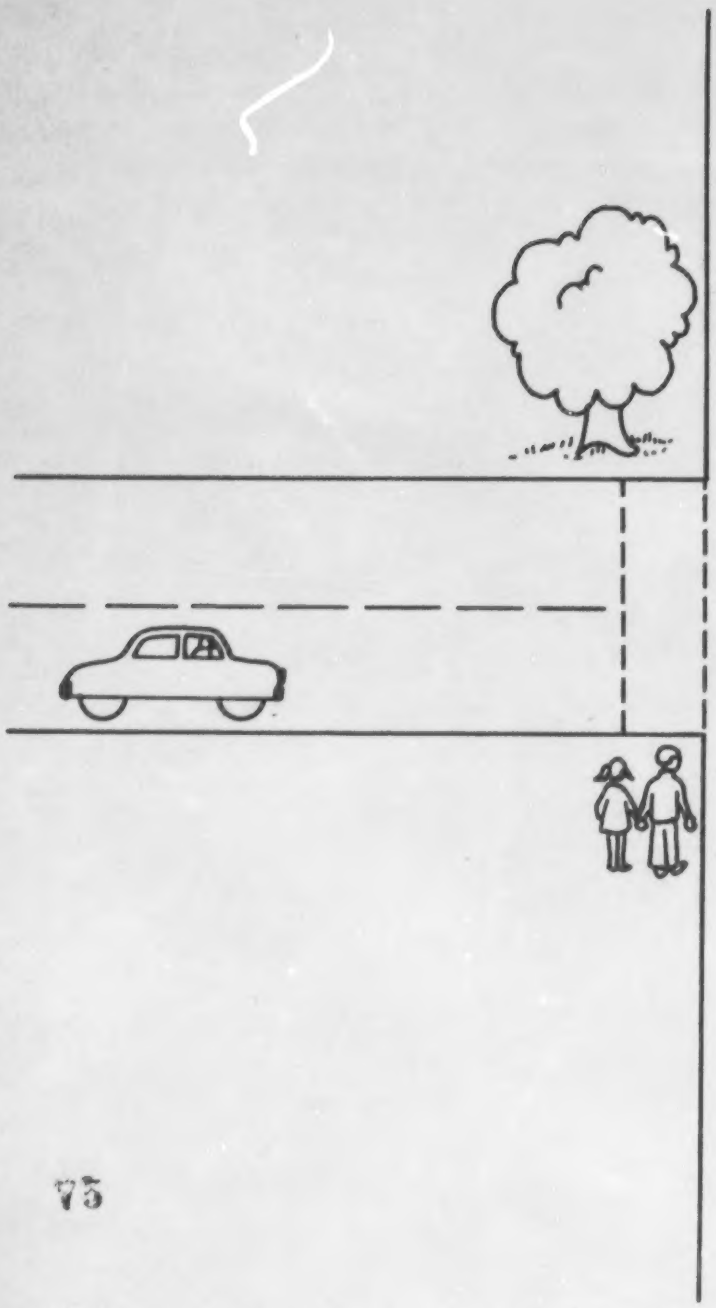
Near and Far



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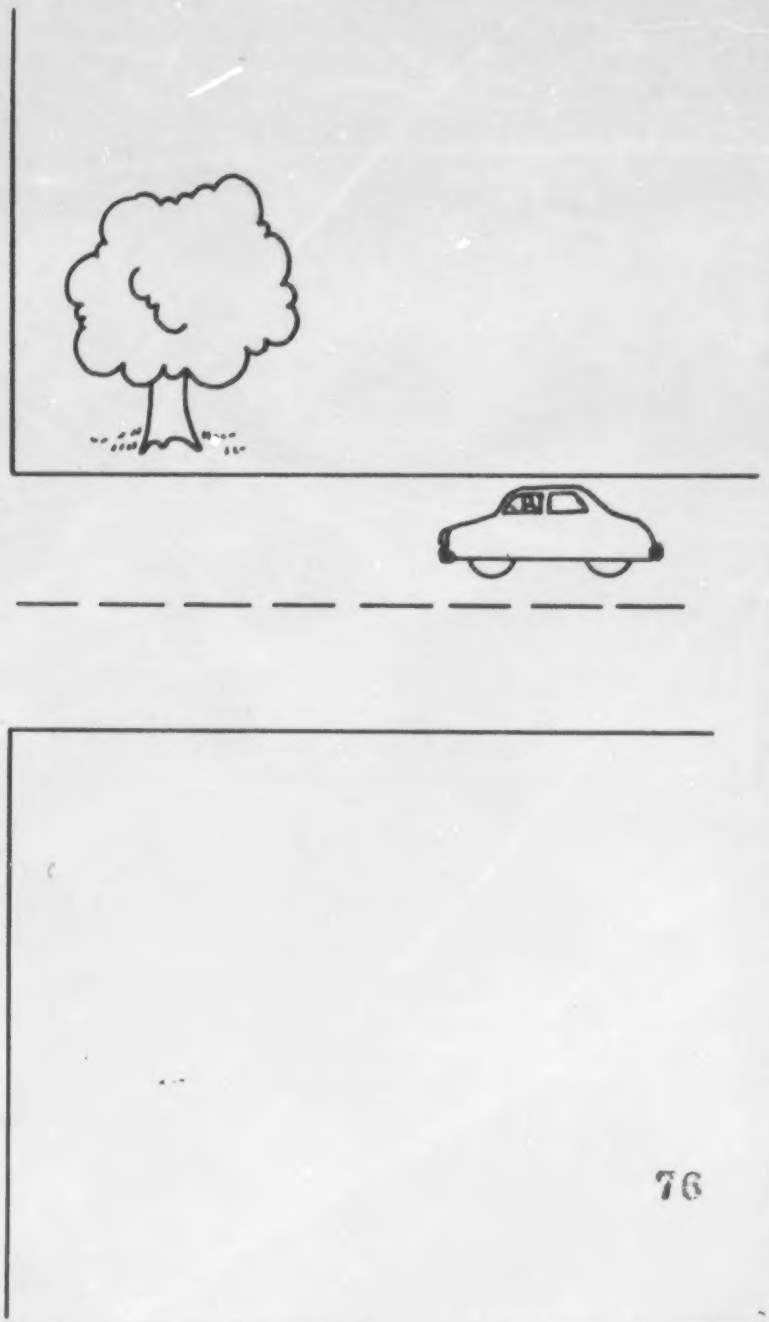

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PEDESTRIAN SAFETY--LEVEL A

CONCEPT VI: PEDESTRIAN'S RESPONSIBILITIES

OBJECTIVE:

After a series of learning activities, the child will be able to state the rules and demonstrate the courtesies expected of a pedestrian.

CONTENT FOR DISCUSSION:

1. Recognize safety patrol persons, school guards, and policemen. Ways to cooperate with safety personnel.
   a. Safety patrol persons are older students at your school who guard dangerous corners. They cannot stop traffic, but they will watch and tell you when it is safe to cross the street.
   b. School guards are people, usually mothers, who can stop traffic to allow you to cross the street.
   c. Policemen are people whose job it is to protect you in many ways. They can stop traffic to allow you to cross, and they give tickets to those violating traffic laws.
   d. Always obey the safety person--wait cheerfully and quietly; cross the street promptly, but don't run.

2. Know how to cross at an unguarded intersection.
   a. An unguarded intersection is one where there is no one to watch for traffic.
   b. When coming to an intersection, the child should stop and observe the street. Check for moving and turning cars. Look and listen for traffic.
   c. If there is a traffic signal, always obey it. STOP on red, WAIT on yellow. GO only on the solid green facing you. DON'T cross on a green turn-arrow. Check for traffic and always allow enough time to cross. Remember,

vehicles can turn right on red in North Carolina. Always cross on green and always check to your left around the corner before crossing.

d. Cross at right angles--do not cut across diagonally.

e. Know that some drivers do not obey signals and that cars can be out of control.

f. Always cross within the marked pedestrian crossings. Drivers will be on the alert for pedestrians there.

g. You must always yield to traffic when you are not at a marked crossing. At marked crossings, you should not cross until all traffic has completely stopped or until you can safely reach the other curb.

h. Know how to judge the distance of cars, and a car must be one block away to allow enough time to cross the street safely.

3. Know reasons for:

a. Walking on the left when no sidewalk exists.
A pedestrian is required by law to walk on the left shoulder of the road facing traffic if no sidewalk exists. He should not walk on the road. This enables the pedestrian to see approaching cars (and to get completely off the shoulder when necessary) and the driver of the car to see him. (If there is a sidewalk, the pedestrian must walk on it.)

b. Not stepping from behind parked cars.
Stepping from behind parked cars is one of the biggest causes of accidents. A car cannot stop quickly, and the driver may not see you until it is too late to stop or too late to avoid hitting you.

c. Walking across the street instead of running.
You may stumble or fall.

4. Ways a pedestrian is courteous and responsible.

a. Always take the safest route to school, playground, or other places.

b. Always walk on the sidewalk. If there is no sidewalk, walk on the left facing traffic and leave the road shoulder when a car is coming.

c. Walk on the sidewalk safely and courteously. Walk on the right, considering the safety of others.

d. Use guarded crossings whenever possible.

e. When you cross a street without a guard, cross at the corner.

-Always obey the light.

-Stop, look for moving and turning cars, listen and then cross.

-Walk, do not run across a street. Do not dawdle--just walk briskly across.

f. Always be on the lookout for cars that might not see you.

g. Stay within the crosswalks.

h. Never step from behind a parked car.

i. Be on the alert in bad weather. Wear brightly colored clothes. Walk carefully and allow extra time so you do not have to rush.

j. At night, make sure drivers can see you. Wear white or a reflective material, or carry a light.

k. Never steal rides on cars or trucks.

l. Hitchhiking is dangerous and against the law.

ACTIVITIES:

1. Observation Walk.[9] Take the class on a walk to pedestrian crossings in the school area and let them discover things that make the area safe. Ask them: "What things can you find that help keep us safe? How do they keep us safe?" Take the children to other street corners and compare things that make each corner safe. Ask them: "What things does this corner have that another did not? At which corner would you rather cross? Why?"

2. How Would You Like to Be...?[3] Ask the children if they would like to be a safety patrol person, adult crossing guard, or a policeman. Ask which they would most like to be. Why? Which would they least like to be? Why? Who has the hardest job? The easiest? Who has the nicest uniform? Does this make a difference? Under what circumstances would they not want to be one of these people (bad weather, an accident happening because of something they did or did not do, etc.)?

3. School Patrol Story.[2,5] Read this story to the class and then discuss how children can help patrol people do their job.

   Let's pretend. Let's pretend that you are a member of the school safety patrol. You are wearing a bright orange or a white belt. You are standing at the street corner near your school.

   You have a big job to do. You have to have eyes for many people. You have to see cars that are coming. You have to be sure it is safe to cross the street.

   You do your job well. You obey rules. You dress neatly. You are always on time. You are polite to others. You care about the safety of others.

   But you are not really a member of the school safety patrol. We were only pretending. You are not old enough to be a member of the patrol yet. Some day, maybe next year, you will be old enough. But first you must show your teachers and friends that you are interested in safety. If you do, you may be chosen to be on the patrol.

   You can prove that you are interested in safety now. Here is how: (1) Always obey all the safety rules you know. (2) Help the safety patrol in your school by remembering that they are there to help you.

4. Safe Ways.[2] Distribute copies of Masters for Reproduction #28, #29, and #30, pages 67-69 , to be used as illustrations to discuss the following situations:

Situation 1 - (Master #28, page 67, "Three Safe Ways")

A boy is crossing the street at the safe place in the first picture. Where is he crossing? Trace his path with your forefinger.

Ann and Mary are on opposite sides of the street in the middle picture. Find each. Ann wants to walk with Mary. Where can she safely cross?

The last picture shows Billy's and Jack's houses. Where should Billy cross to go to Jack's house? Why shouldn't he cross in the middle of the block?

Have the children use their forefingers to trace safe paths for Ann and Billy. Then have them mark the paths with crayons and draw Jack in his yard.

Situation 2 - (Master #29, page 68)

Here we see Ann, Billy, and their puppy, Jeep. Where are they? What do you think happened? Why do you think that Ann is holding on to Billy? What is coming in the street? Is Billy being careful? Why not? Will Jeep reach the other side before the car comes?

What would you do if you were Billy? What should you do before you cross the street? How should you cross? Why should you walk across the street?

-Study the two lower pictures and draw a line under the one showing the safe thing for Ann and Billy to do.
-Draw lines on the play space to represent a street with crosswalks at the corners. Use blocks for cars. Dramatize the safe way to cross.

Situation 3 - (Master #30, page 69)

Here are Ann and Billy. Their friend Jack is across the street. Where do you think they are going? What do you see to tell why Ann and Billy are waiting at the corner? Have you seen a signal light like this? Which light is shining? What does the red light tell us to do? What does the yellow light say? What does the green light say?

-Study the two lower pictures and draw a line under the one showing the safe way for Ann and Billy to cross.

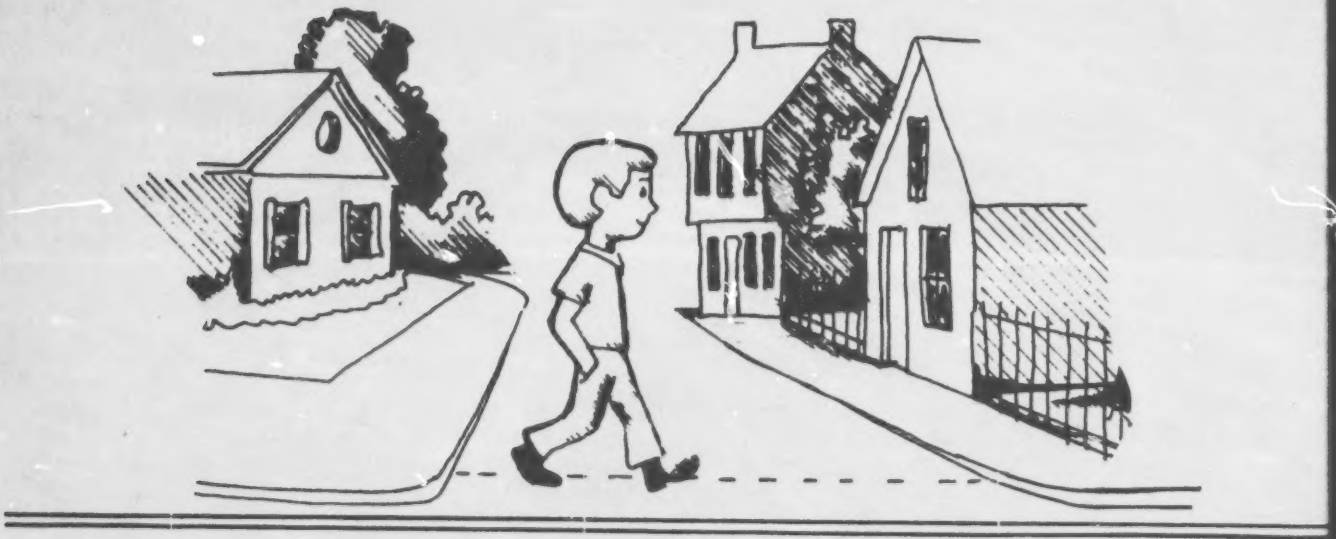
5. Where Do You Stand?[2] Using Master for Reproduction #31, page 70, ask the children to draw themselves, where they would be waiting to cross the street (on the curb) and have them color the picture.

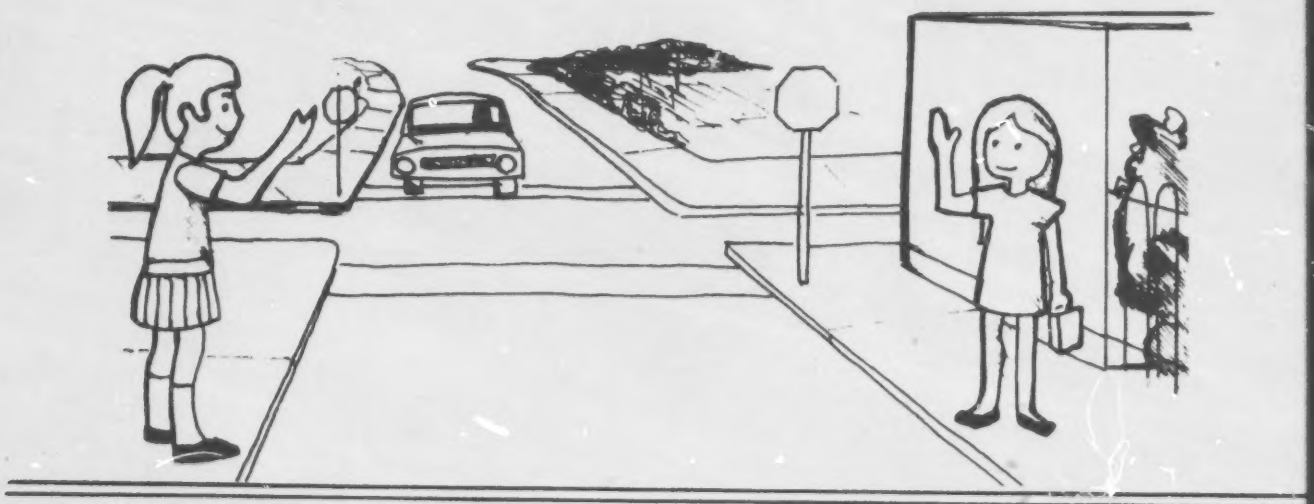
6. Safety Steps.[2] Review with the children: what an intersection is; why patrol persons are needed at intersections; and where to stand at an intersection. Distribute copies of Master for Reproduction #32, page 71, and ask the children to draw in their footsteps where they should walk to cross the street safely.

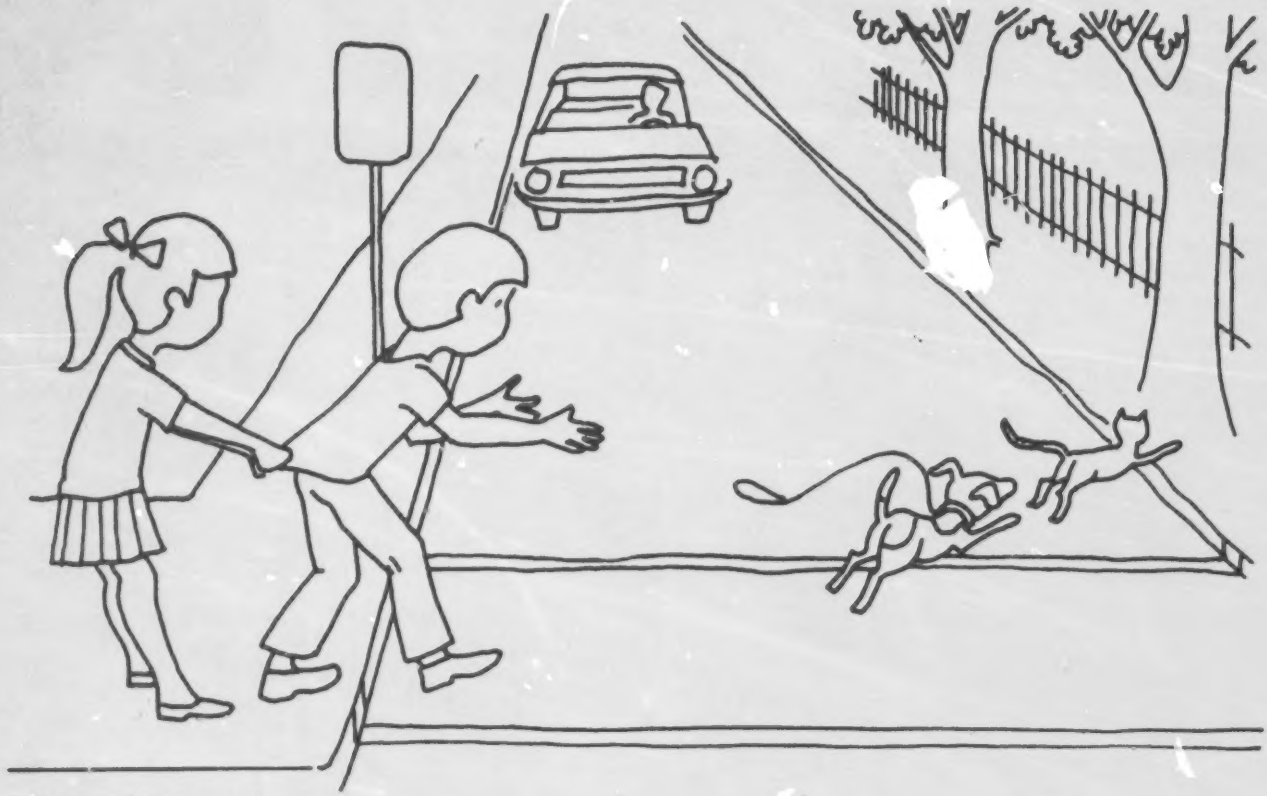
7. Supplementary Songs and Poems:

"Stop, Look, and Listen," page 75.
"Colors We Know," page 75.
"To Cross the Street in Safety," page 75.
"Walk, Don't Run," page 76.
"Please Be Careful," page 76.
"Signal Lights," page 77.
"Take Away," page 77.
"A Safety Poem," page 77.
"Mr. Policeman," page 78.
"Tommy Tucker," page 78.
"Watch the Cars," page 78.
"Mary and Her Little Lamb," page 78.
"Jack Horner," page 78.
"Red, Yellow, Green Light," page 79.

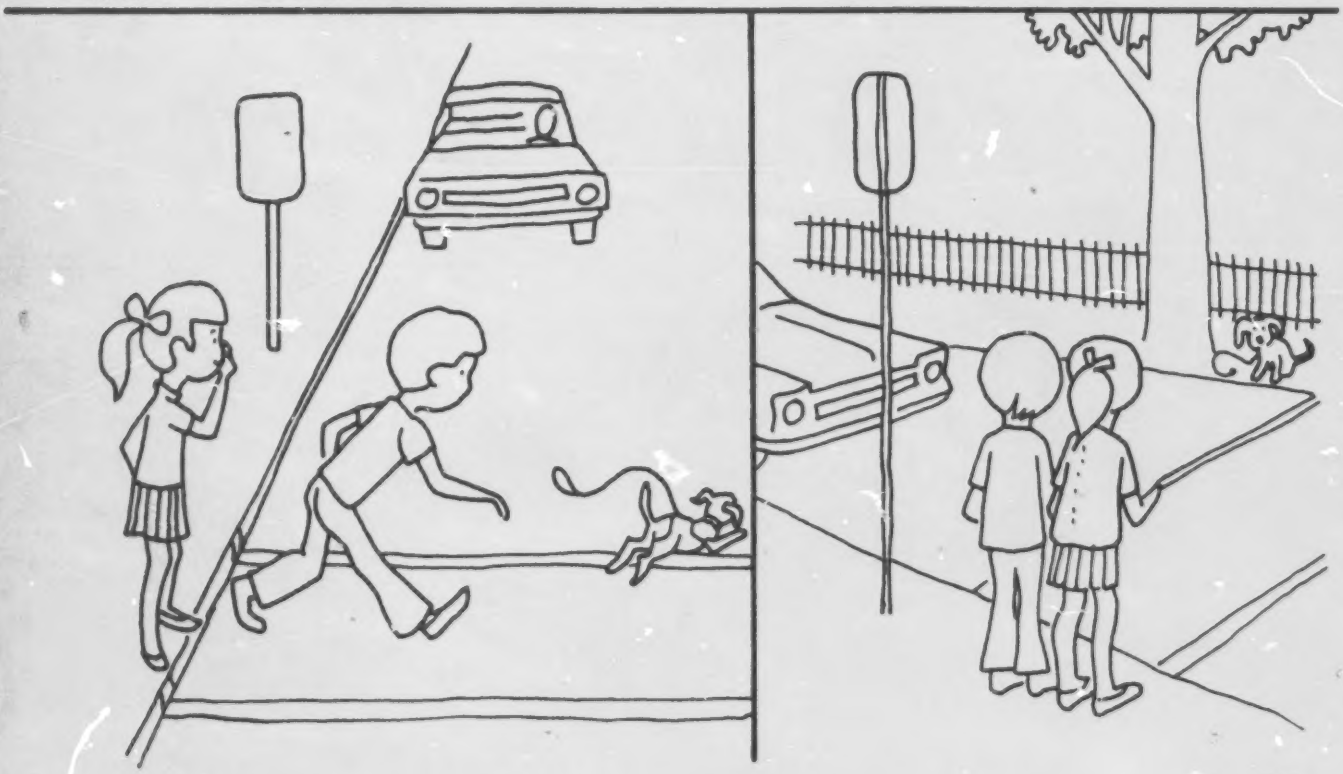
Three Safe Ways







The Situation



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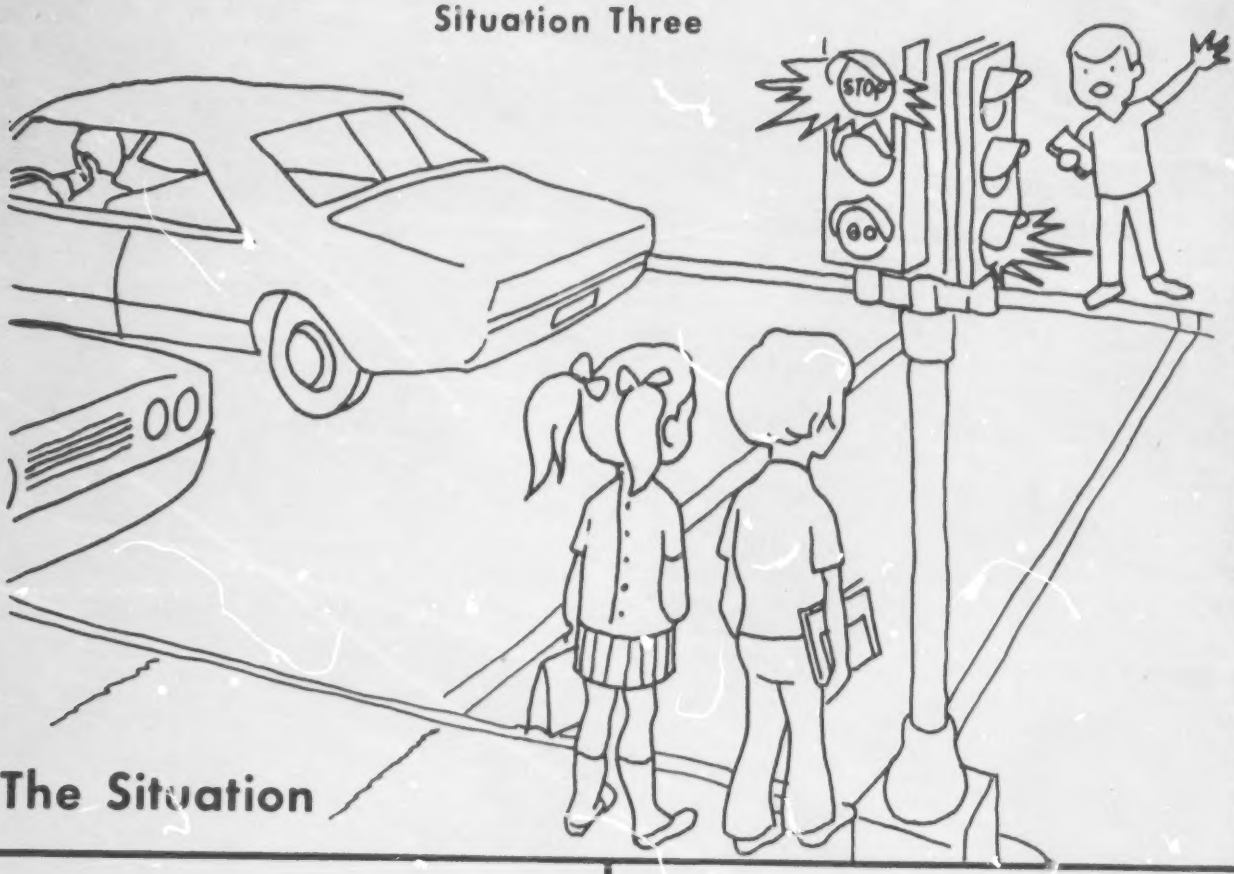
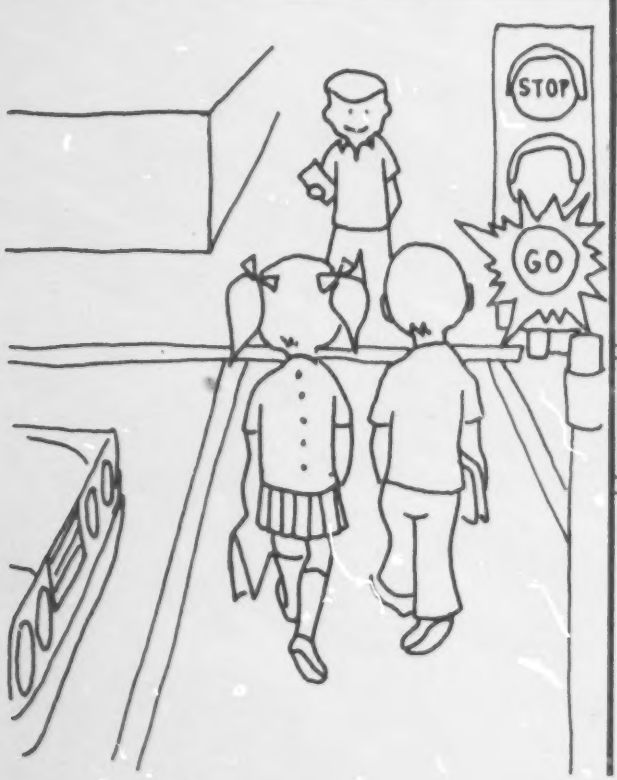
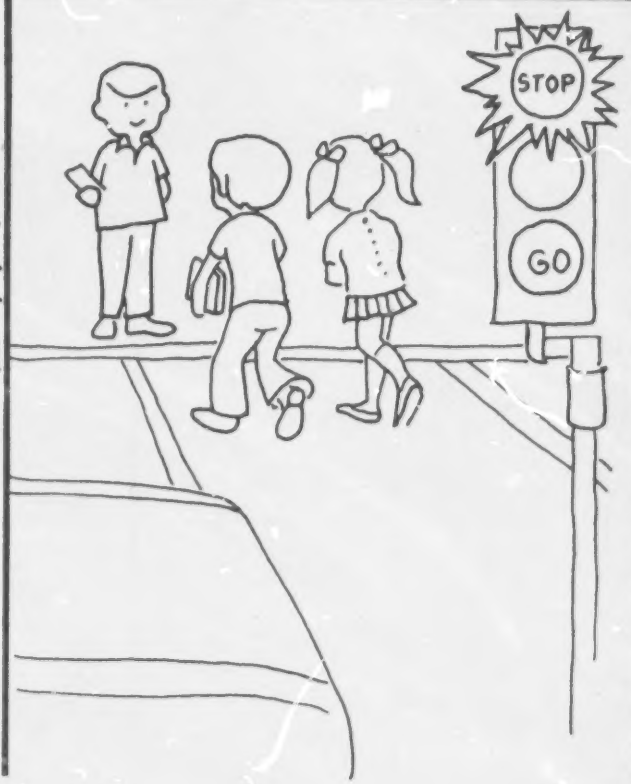
Situation Three



The Situation





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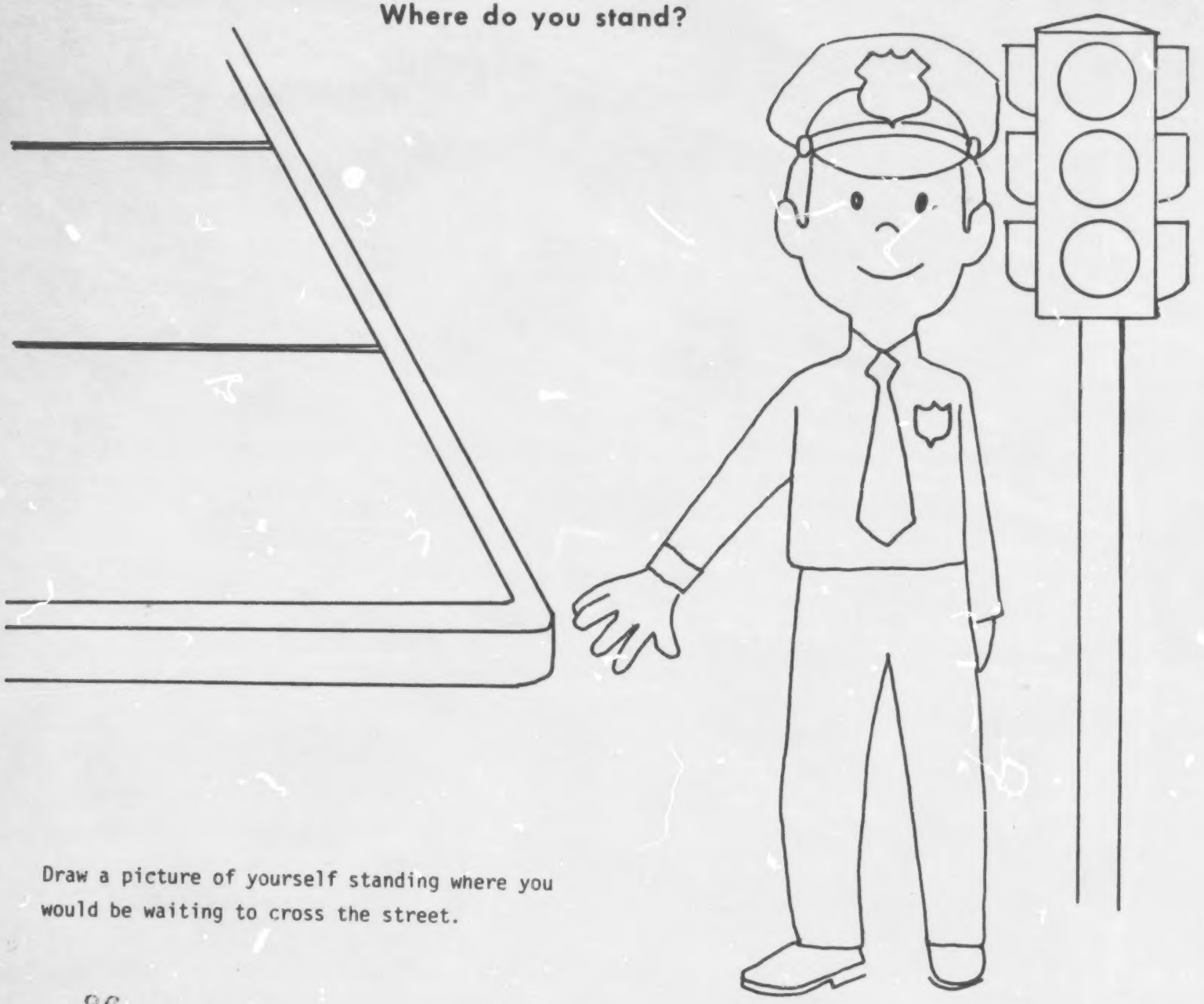
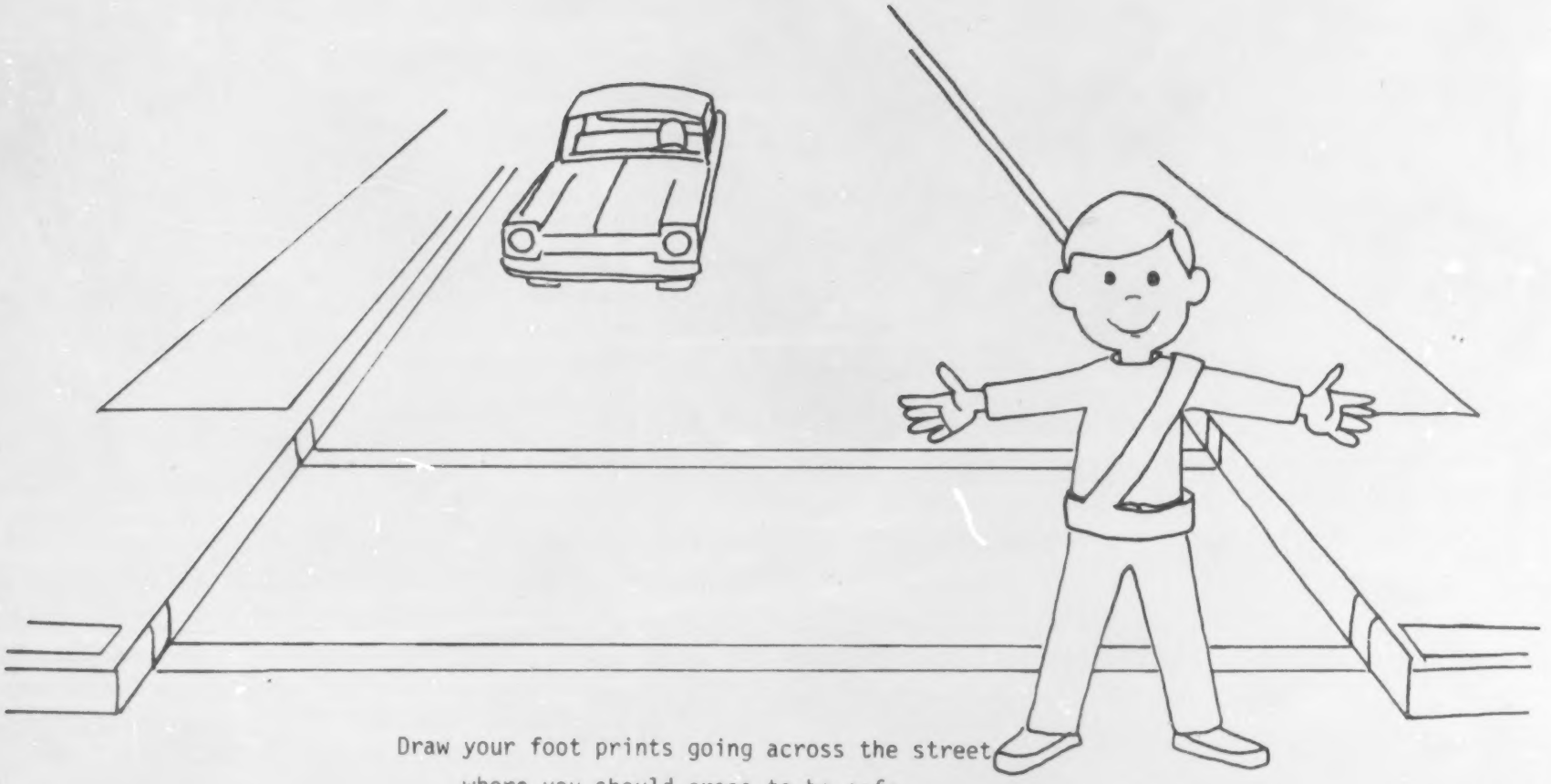
Where do you stand?



Draw a picture of yourself standing where you would be waiting to cross the street.

Safety Steps



Draw your foot prints going across the street where you should cross to be safe.

SUPPLEMENTARY SONGS,

POEMS, ACTIVITIES

Stop, Look, and Listen

Stop, look, and listen
Before you cross the street;
Use your eyes, use your ears
Before you use your feet.

Colors We Know

(Tune - "Twinkle, Twinkle Little Star")

Red and green are the colors we know.
Red says, "stop" and the other says, "go."

Safety rules we all are taught,
But we still must use some thought.

Safety, safety we all agree
Is important for you and me!

--Safety Committee
Steps To Safety

To Cross the Street in Safety

(Tune - "The Mulberry Bush")

This is the way we watch the light,
Watch the light, watch the light;
This is the way we watch the light,
To cross the street in safety.

Red is the time to stop and look,
Stop and look, stop and look;
Red is the time to stop and look,
To cross the street in safety.

Yellow is the time to stop and think,
Stop and think, stop and think;
Yellow is the time to stop and think,
To cross the street in safety.

To Cross the Street in Safety
(Continued)

Green is the time to cross the street,
Cross the street, cross the street;
Green is the time to cross the street,
To cross the street in safety.

--Safety Committee

Walk, Don't Run
(Tune - "Three Blind Mice")

Walk, don't run.
Walk, don't run.
Look both ways.
Look both ways.

Be careful when you cross the street.
Good safety rules be sure to keep.

Walk, don't run.
Walk, don't run.

--Safety Committee
Steps to Safety

Please Be Careful
(Tune - "Are You Sleeping?")

Please be careful,
Please be careful,
At the railroad tracks,
At the railroad tracks.

Stop and look and listen,
Stop and look and listen,
For the trains,
For the trains.

--Safety Committee

Signal Lights

(Tune - "Hokey-Pokey")

Put the red light in,
Take the red light out.
Put the red light in,
And shake it all about.

Knowing these lights will keep us safe,
That's what it's all about!

(Continue with green and yellow lights.)

--Safety Committee

Take Away

Take away the safety signs
And all the policemen to greet.
Take away the traffic lines
And then try to cross the street!

--Safety Committee

A Safety Poem

P's the proud policeman
With buttons polished neat.

He's pleased to put his hand up
When you want to cross the street.

By daylight he protects you,
He protects you through the dark,

And he points the way politely
To the playground or the park.

--Phyllis McGinley
Reprinted from Health For All, 1965

Mr. Policeman

Hi, Mr. Policeman
Tell me what do you do?

"Protect you from harm,
That's what I do."

Tommy Tucker

Tommy Tucker missed the ball;
Into the street it rolled.
Tommy stopped and look both ways;
He's smart for _____ years old.

Watch The Cars

Watch the cars
Obey the rules
And you'll arrive
Safe at school.

Mary and Her Little Lamb

(Tune - "Mary Had A Little Lamb")

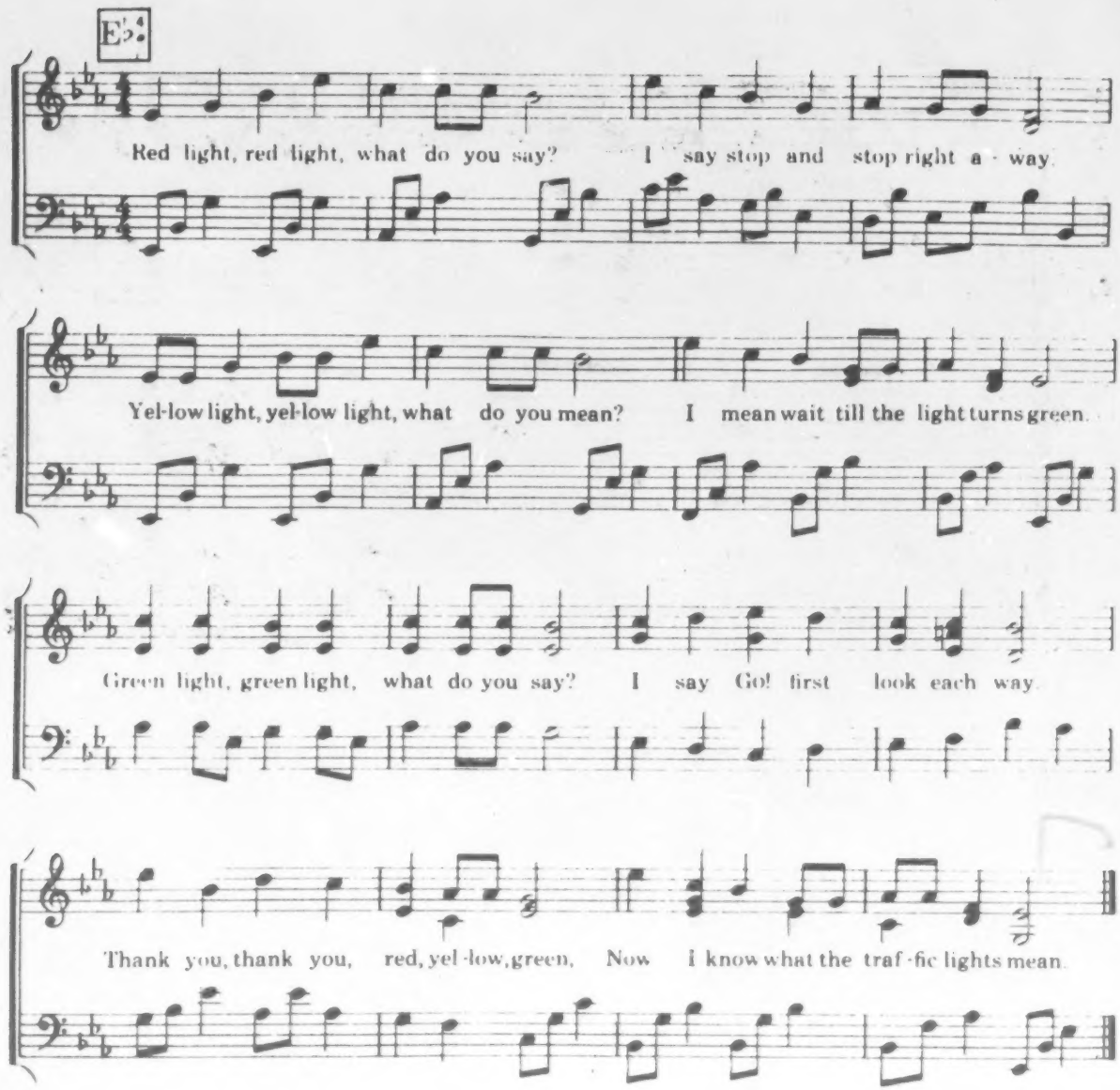
Mary and her little lamb
Had to walk to school;
They always walked upon the left
Because that is the rule.

Jack Horner

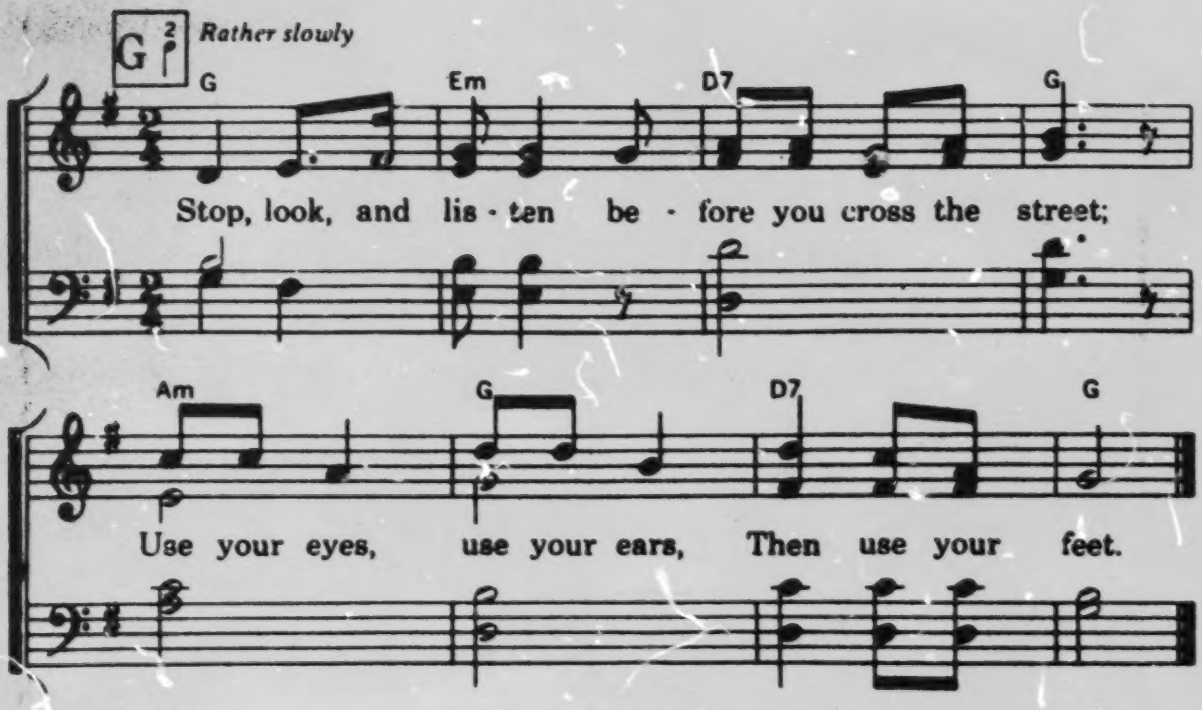
A smart little tyke
Was little Jack Horner;
He watched for the light
And crossed at the corner.

Red, Yellow, Green Light

Melody and Words by John S. Murray


E♭
Red light, red light, what do you say? I say stop and stop right a - way.
Yel-low light, yel-low light, what do you mean? I mean wait till the light turns green.
Green light, green light, what do you say? I say Go! first look each way.
Thank you, thank you, red, yel-low, green, Now I know what the traf-fic lights mean.

Stop, Look, and Listen



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RESOURCE LIST

ORGANIZATIONS

Aetna Casualty and Surety Company, Driver Education Services, 151 Farmington Avenue, Hartford, Connecticut 06115.

Allstate Insurance Company, 7770 Frontage Road, Skokie, Illinois 60076.

American Automobile Association, 1712 G Street NW., Washington, D. C. 20006.

American Automobile Association-North Carolina, Carolina Motor Club, Inc., 701-3 South Tryon St., P.O. Box 60, Charlotte, North Carolina 28202.

Bicycle Manufacturer's Association of America, 1101 15th Street NW., Suite 304, Washington, D.C. 20005.

National Bicycle Dealers Association, 29025 Euclid Avenue, Wickliffe, Ohio 44092.

National Education Association, American Association for Health, Physical Education and Recreation, 1201 16th Street NW., Washington, D. C. 20036.

National 4-H Service Committee, Inc., Program Services, 150 North Wacker Drive, Chicago, Illinois 60606.

National Safety Council, 425 North Michigan Avenue, Chicago, Illinois 60611.

North Carolina Department of Motor Vehicles, Traffic Safety Education Division, 1100 New Bern Avenue, Raleigh, North Carolina 27611.

North Carolina Department of Public Instruction, Education Building, Raleigh, North Carolina 27611.

North Carolina Department of Transportation, Bicycle Coordinator, P.O. Box 25201, Raleigh, North Carolina 27611 (for bikeways information).

North Carolina State University, Agricultural Extension Service, Department of Agricultural Information, Box 5037, Raleigh North Carolina 27607.

Schwinn Bicycle Company, 1856 Kastner Avenue, Chicago, Illinois 60635.

University of North Carolina at Chapel Hill, Highway Safety Research Center, Craige Trailer Park, Chapel Hill, North Carolina 27514.

The Wheelmen, 6239 Anauista, Flint, Michigan 48507.

RESOURCE LIST - PEDESTRIAN SAFETY

FILMS

Be Safe. . .Be Seen. (1968, 16mm, color, 15 min.) Photographed throughout Europe, this film illustrates the hazards of being a pedestrian and the importance of being seen at night through the use of reflective materials. Available from Countryman-Klang, Inc., 905 Park Ave., Minneapolis, Minn. 55404.

Easy Steps. (1974, 16mm, color, 11 min.) This film places emphasis on communication with drivers and others in the traffic environment and looking out for yourself as a pedestrian. Available from Film Loops, Inc., P. O. Box 2233, Princeton, New Jersey 68504.

I'm No Fool As A Pedestrian. (1971, 16mm, color, 8 min.) Jiminy Cricket illustrates problems of safety which pedestrians face and suggests measures to help them. History of roads and pedestrians, plus safety rules. Available from Walt Disney Educational Materials, Co., 495 Route 17, Paramount, New Jersey 07652.

On Your Way to School. (1971, 16mm, b&w or color, 10 min.) Describes precautions for children on the way to and from school. Available from Sid Davis Production, 1046 South Robertson Blvd., Los Angeles California 90035.

Otto the Auto-Series A. (1957, 16mm, color, 13 1/2 min.) Series consists of three animated films featuring Otto, an ancient talking car, emphasizing "don't cross between parked cars," "why a pedestrian should cross at the corner and why pedestrians should wear white at night."

Otto the Auto-Series B. (1958, 16mm, color, 13 1/2 min.) Three animated films, each 4 1/2 minutes long, featuring Otto in "Otto Asks a Riddle," "Otto Meets a Puppet," and "The Bright Yellow Raincoat," emphasizing specific safety messages.

Otto the Auto-Series C. (1959, 16mm, color, 18 min.) Four animated films featuring Otto in "Squeaky and His Playmates," "Billy's New Tricycle," "Peter the Pigeon," and "Timothy the Turtle," which feature traffic and pedestrian safety.

Otto the Auto-Series D. (1971, 16mm, color, 21 min.) Four animated films, each ranging in length from 4 to 7 1/2 minures, featuring Otto in "A Surprise For Otto," "Otto Goes Ice Skating," "Horseplay," and "The Secret of Pushbuttons," which illustrate pedestrian safety and the traffic environment.

All of the films listed above in the Otto the Auto-Series are available from the American Automobile Association for Traffic Safety, Carolina Motor Club, 701-3 South Tryon Street, P. O. Box 60, Charlotte, North Carolina 28201.

Pedestrian Signs and Signals. (1972, 16mm, color, 11 min.) An open-ended film featuring three scenes taken by hidden camera, to illustrate crosswalk behavior and to introduce the new international traffic signs to stimulate awareness and understanding of children's behavior. Available from AIMS Instructional Media Services, Inc., P. O. Box 1010, Hollywood, California 90028.

Rock and Roll with the Safety Patrol. (1971, color, 15 min.) Rocky and Rollo, two animated characters attempt to "free" school children from control of school safety patrols. Available from American Automobile Association, Carolina Motor Club, 701-3 South Tryon St., P. O. Box 60, Charlotte, North Carolina 28201.

Step Lightly. (1968, 16mm, color, 15 min.) Expresses the importance of pedestrians and cyclists reflectorized material while on the road at night. Available from Countryman-Klang, Inc., 905 Park Ave., Minneapolis, Minn. 55404.

The Talking Car. (1969, 16mm, color, 16 1/2 min.) After a near miss when he ran into the street without looking for cars, Jimmy, in a dream sequence, is questioned by three talking cars about the safety rule, "See and Be Seen." Available from American Automobile Association, Carolina Motor Club, 701-3 South Tryon St., P. O. Box 60, Charlotte, North Carolina 28201.

Traffic Watcher. (1971, 16mm, color, 15 min.) A helicopter pilot for a Washington, D. C. radio station describes the safety rules and good habits to follow in traffic and pedestrian safety. Available from Encyclopedia Britannica Educational Corp., 425 North Michigan Ave., Chicago, Illinois 60611.

Walking Home From School. (1970, 16mm, color, 11 min.) This film places emphasis on safety and observation. Available from AIMS Instructional Media Services, Inc., P. O. Box 1010, Hollywood, California 90028.

FILMSTRIPS

I'm No Fool As A Pedestrian. (1969, color) Jiminy Cricket tells how, when and where to walk in order to avoid accidents. Available from Walt Disney Educational Materials, Co., 495 Route 17, Paramount, New Jersey 07652.

Safe and Sound Along the Way. (1969, 35mm strip, color) Introduces traffic safety for pedestrians, vehicle passengers, and bicycle riders. Available from Society for Visual Education, Inc., 1345 Diversey Parkway, Chicago, Illinois 60614.

Safety Is No Accident: Series. (1972, 35mm strip, color) This series consists of four filmstrips (Stop, Look, and Think: Bicycle Rules of the Road; Safety. . .Walk to School; and Safety Rules for School) which feature pedestrian, school, and bicycle safety. Available from AIMS Instructional Media Services, Inc., P. O. Box 1010, Hollywood, California 90028.

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Accident Prevention Can Be Learned. Metropolitan Life Insurance Co., 1968.

Guide to School Pedestrian Safety Program. National Congress of Parents and Teachers, 700 N. Rush St., Chicago, Illinois 60611, 1965.

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School Pedestrian Safety Policies and Warrants. Compiled and printed by the Engineer Department, County of San Diego, San Diego, California, 1969.

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TRANSPARENCIES

Safety Signs on Our Street. D. C. A. Educational Products: 4865 Stenton Avenue, Philadelphia, Pennsylvania 19144. (Kindergarten to primary, 7 in a set for $9.95.)

Safety Signs of the Highway. D. C. A. Educational Products: 4865 Stenton Avenue, Philadelphia, Pennsylvania 19144. (Kindergarten to primary, 7 in a set for $9.95.)

POSTERS

Traffic Safety Posters. Safe walking and bicycle rules are presented in calendar form. Designed for monthly use with traffic safety guides for teachers. Available from American Automobile Association, Carolina Motor Club, 701-3 Tryon Street, P. O. Box 60, Charlotte, North Carolina 28201.

Looks Can't Kill But Failure to Look Can. Size 11 x 17 in., charge #980. Employers Insurance of Wausau, 2000 Westwood Drive, Wausau, Wisconsin 54401.

The Shape of Things to Come. Traffic signs, size 11 x 17 in., charge #980. Employers Insurance of Wausau, 2000 Westwood Drive, Wausau, Wisconsin 54401.

SONGS AND RECORDS

So Safely in the Morning. American Automobile Association, Carolina Motor Club, 701-3 South Tryon St., P. O. Box 60, Charlotte, North Carolina.

BICYCLE SAFETY

Level A

BICYCLE SAFETY UNIT--LEVEL A

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BICYCLE SAFETY--LEVEL A

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BICYCLE SAFETY

INTRODUCTION

Children at this level are just beginning to learn to drive bicycles. The activities in this unit lay a foundation for basic bicycle safety concepts. A thousand bicyclists were killed or injured on North Carolina streets and highways last year. Seventy-three percent of these casualties involved children under the age of 15. Most of these accidents were caused by the bicyclist disobeying a safety rule, and a third of the accidents involved a bicycle that was defective mechanically. If the children form good safety habits from the very beginning, perhaps the involvement of youngsters in traffic accidents can be reduced.

This unit presents activities that involve the child in knowing the parts of his bike and how to take care of it. It gives guidelines for developing skill in the control of the bike, and it presents activities to emphasize some of the basic rules of the road that a bicyclist must obey.

UNIT OBJECTIVES

1. To develop safe and responsible biking habits in the children by:
   a. Informing the children, as bicyclists, of the Rules of the Road, which they must obey.
   b. Enabling the children to assess possible dangers and to act intelligently to avoid or respond to those dangers.
   c. Enabling the children to maintain their bicycles in safe working order and to develop skill in control of their bicycles.
2. To encourage good driving practices, which will carry over into the children's lifelong career as a bicycle, auto, and/or motorcycle driver.

BICYCLE SAFETY UNIT CHECKLIST FOR TEACHERS

This Bicycle Safety Unit Checklist is provided as a guide to assist you in determining the childrens' knowledge in this content area and to provide direction for developing their safety habits and skills.

1. Do the children ride their bikes, trikes, or scooters in the street or on the sidewalk? Why?
2. Do the children know the Rules of the Road that a bicyclist must obey?
3. Can they identify the basic road signs that a bicycle driver must know and follow?
4. Do the children know the hand signals that a bike driver must use for making proper turns? for stopping?
5. Can the children identify the basic parts of a bicycle? Give the purpose of each?
6. Can the children identify equipment that is on a bicycle for safety?
7. Do the children maintain their bicycles in safe working order?
8. Do the children know how to check their bicycles for safety before riding?

BICYCLE SAFETY--LEVEL A

CONCEPT I: THE BICYCLE AND ITS PARTS

OBJECTIVE:

After a series of learning experiences, the child will be able to identify the basic parts of a bicycle and determine the proper bicycle size for him to drive.

CONTENT FOR DISCUSSION:

The Parts of a Bicycle

1. Seat
2. Handlebars
3. Wheels
4. Pedals
5. Light
6. Bell
7. Reflector

How to Pick a Proper Size of Bicycle. When seated on your bike, your leg should be almost straight when the ball of your foot is on the pedal in its lowest position.

You should be able to sit squarely on the saddle and grasp the handle bars easily. Your feet should reach the pedals without blocks. When you straddle the bike, your feet should be flat on the ground.

ACTIVITIES:

1. My Book of Vehicles.[1] To help the children understand that the bicycle is a vehicle, have them make "My Book of Vehicles." Bring magazines to the class, or ask the children to cut out pictures at home of different types of vehicles. (They can look for pictures of cars, bikes, buses, tractors, taxis, motorcycles, tricycles, trucks, etc.)

Ask the children to paste their pictures on a piece of paper the size of regular typing paper. Write the name of the vehicle, or have the children write the name of the vehicle on the bottom. Then let the children make a cover for their book on a piece of colored paper.

2. Bicycle Observation.[9] Take the children to the playground to observe the different types of bicycles--lightweight, middleweight, and high-rise. Have them differentiate among the types and then count the number of each. Ask how the types are alike and see how they are different. Have the children point out the bicycles they feel would be the right size and type for their age and ability. (Suggest that training wheels might be helpful for some children who have had no bicycle-driving experience.) Lightweight bikes with gears are for much older students. Primary grade children do not have the coordination to drive them safely.

3. Bicycle Parts (Master only[6]). Make copies of Master for Reproduction #1, page 102, for the children, or use it as an overhead transparency. Name the parts of the bicycle and tell the children the purpose of each. Then let the children name the parts. Using individual copies, children may play "Simon Says." Let one child be Simon and give the others instructions such as "Simon Says point to the bicycle seat." Those not pointing to the correct part will be out. If possible, have a bicycle brought to the classroom and let the children take turns naming the parts.

4. Pictures of Parts. Make a copy of Master for Reproduction #2, page 103, for each child. Ask the children to write the name of the bicycle part on the line beside the picture of the bicycle part.

5. Resource Person. Ask a resource person from a local bicycle shop to come to school and explain to the children how a person can determine if a bicycle is the correct size and type for him or her to ride.

6. Does It Fit.[6] Bring clothing to school in extreme sizes, or ask children of different sizes to exchange jackets. Let the children

try to perform activities that are difficult in ill-fitting clothing. For example, have a child whose coat is too long pick up the hem; a child in a small jacket might try to do a jumping jack or some other activity that requires him to raise his arms. Talk about the ways in which improper fit in clothing can be a hazard. Then explain to the children that a bicycle that does not fit properly can also be dangerous. Ask them why this would be true.

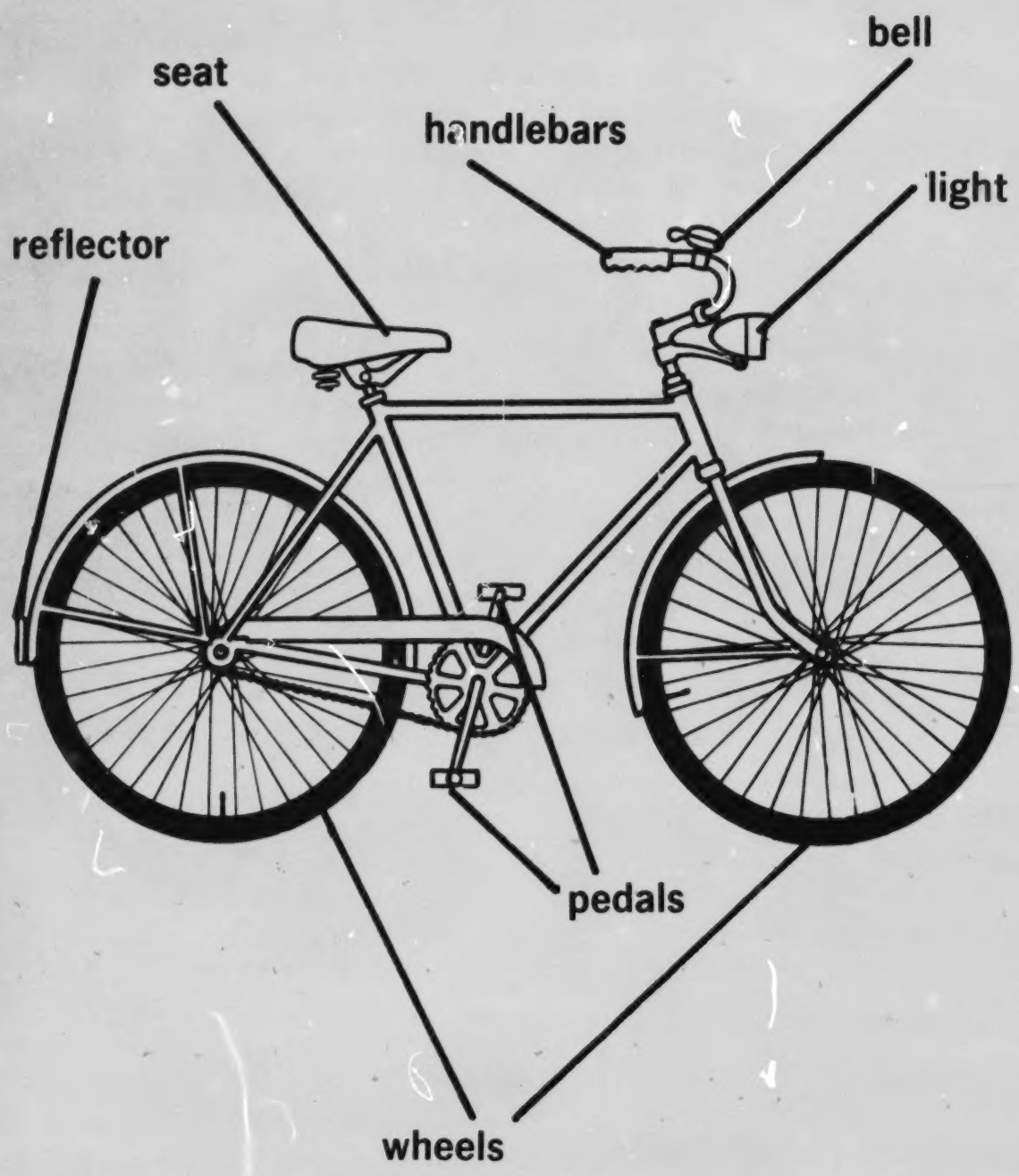
7. Parental Guide for Purchasing a Bicycle.[1,9] Make copies of Master for Reproduction #3, page 104. Ask the children what they feel they should know and be able to do before being given a bicycle of their own. Compare their responses with questions on the parental guide. Then give each child a copy of the guide to take home to his parents.

8. Invent a Bike. Have the children pretend they have just invented a bike and ask them how they would make it safe to ride. This creative writing project can be done as a joint class project on a story chart to reinforce identifying bike parts. A picture will be a nice touch.[2]

9. Supplementary Activities:

"Bicycle Jump Rope" rhyme, page 142.
"On Wheels," page 142.

Bicycle Parts



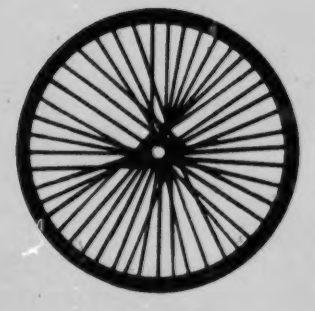
Naming the Parts

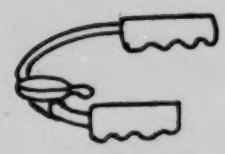
Write the name of the bicycle part on the line beside the picture of the bicycle part.

Picture of:

_____

_____

_____ 

_____ 

Note to Parents

Your child has been studying Bicycle Safety. Please continue our effort by reading the Bicycle Check Parental Guide.

Parental Guide for Purchasing a Bicycle[1]

1. Is my child old enough to understand his responsibility in traffic?
2. Will he keep a bike in good shape?
3. Will he practice a safe bicycle driver's code?
4. Will I see that my child gets proper instruction in bicycle safety before he is permitted to drive in traffic?
5. Do we live in a safe area, not heavily congested with traffic?
6. Are there safe places to ride a bike near home?
7. Does the bicycle fit the child? (Leg, thigh, and heel of the foot on the low pedal should form a straight line.)
8. Is the saddle parallel to the ground?
9. Are the handlebar grips at right angles to the handlebar stem?

How to Pick a Proper Size of Bicycle. When seated on the bike, the child's leg should be almost straight when ball of the foot is on the pedal in its lowest position. The child should be able to sit squarely on the saddle and grasp the handlebars easily. The feet should reach the pedals without blocks. When the child straddles the bike, feet should be flat on the ground. Some bicycles can be adjusted somewhat to the child. Children at this age do not have enough strength in their hands to use hand brakes. The bike should have coaster brakes so that the child can stop the bike.

Additional resource material can be obtained from: American Automobile Association, 1712 G. Street N. W., Washington, D.C. 20006.

BICYCLE SAFETY--LEVEL A

CONCEPT II: PROPER CARE OF A BICYCLE

OBJECTIVE:

After a series of learning experiences, the child will be able to safety check his bicycle before driving it.

CONTENT FOR DISCUSSION:

There is equipment on a bicycle that is required for safety, and there is optional equipment for decorative purposes. A good bicycle driver takes care of his machine and equipment. In order to do this, he must know and understand the different parts of a bicycle. The parts of a bicycle that are required include a brake that is always in good working condition, a head lamp with a white light, and a reflector or red light on the rear of a bike, if you ride at night or any other time when it is hard to see. Other equipment or parts of a bicycle include the saddle; handlebars; tires and tire valves; the spokes, wheel bearings, pedals, and pedal bearings; the sprocket wheels and sprocket bearings; the chain, brake bearings, and lantern bracket; and the front fork and fork bearing. All of these parts are important and you should take good care of them and your bicycle. The handlebars and saddle should be tight, secure, and of the proper height. Tires should be inflated to the correct air pressure and should be examined for worn areas and leaks. (Proper air pressure is usually written on the sidewalls.) The fork bearings, wheel bearings, pedal bearings, sprocket bearings, chain, and brake bearings should be properly lubricated. Chains should have a slack of about 2 centimeters (1/2 to 3/4 inch) and the links should not be worn. The brakes should work smoothly and evenly, and the pedals, grips, and spokes should be in good working condition. Always remember that you should take care of your bicycle and its parts to make it last longer and look better, too.

ACTIVITIES:

1. Poem. Use this poem to introduce this section of bicycle safety.

See My Bike
Come see my bike
I can ride it fast or slow,
Come see my bike
I ride it wherever I go.

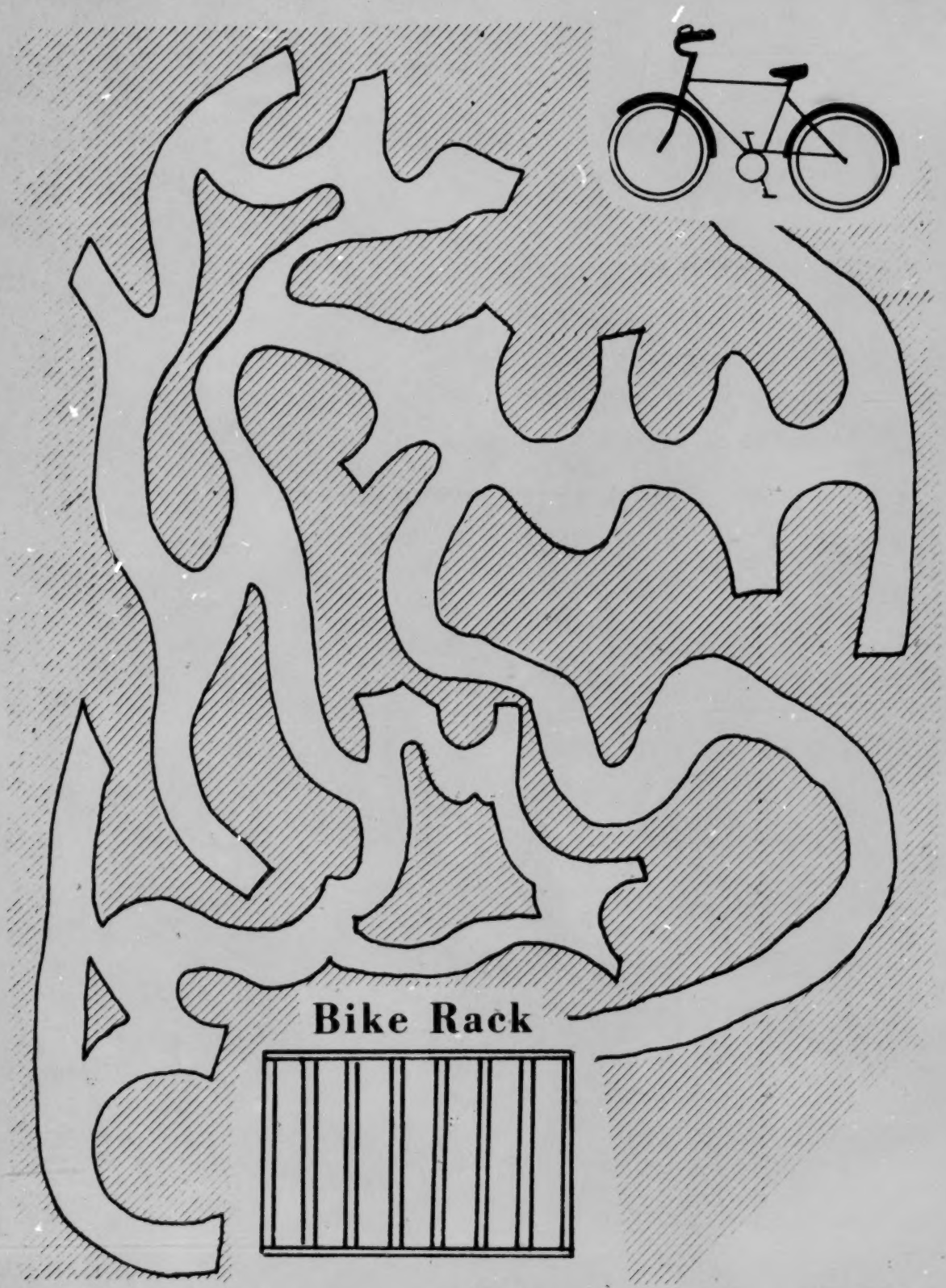
Come see my bike
Of it I always take care.
Come see my bike
I ride it everywhere.

--Safety Committee

2. Path to the Bike Rack. Make copies of Master for Reproduction #4, page 107. Ask the children to draw a line from the bicycle to the bike rack. Tell them not to draw outside of any lines in the pictures.

3. Bicycle Safety Check[9] (Master only[1]). Make copies of Master for Reproduction #5, page 108. Talk with the children about each of the eight questions, explaining those that the children don't understand. Give the children an opportunity to take the Safety Check Sheet home, discuss it with their parents, sign it, and then return it if they wish.

Path to the Bike Rack



Note to Parents

Your child has been studying Bicycle Safety. Please continue our effort by reading the Bicycle Safety Check Parental Guide.

Bicycle Safety Check[1]

1. Be sure your bike is in a safe condition for driving.
2. Be sure to have in working order a light in front, a reflector in back, and a horn or bell on your bike.
3. Keep to the right. Drive with the traffic, never against it.
4. Obey all signs, signals, and pavement markings.
5. Always use hand signals for right turn, left turn, and stop.
6. Make each turn with caution.
7. Always give the right-of-way to pedestrians.
8. Cross intersections safely.

_____
Child's Signature

_____
Parent's Signature

BICYCLE SAFETY--LEVEL A

CONCEPT III: BICYCLE RULES AND REGULATIONS

OBJECTIVE:

After a series of appropriate learning experiences, the child will be able to demonstrate the hand signals for making proper turns and identify the basic road signs.

CONTENT FOR DISCUSSION:

A bicycle is considered a vehicle in North Carolina when used on a roadway, and a bicyclist must obey all the traffic laws and rules that a motorist must obey. Bicyclists are given the same rights and obligations as drivers of other vehicles, except for those not applicable to the nature of bicycles, when used in a travel area. A bicyclist is also responsible for avoiding injury to himself and to others. Always use hand signals for turning, slowing down, and stopping. Obey all traffic signs, signals, and markings on a roadway. Yield to pedestrians and ride on the right, going with traffic, because you are a driver, just as a driver of other vehicles traveling on streets, highways, and roads. Exercise care when turning right on red, remember to practice coming to a complete halt, and turn only if there is no oncoming traffic in the street you wish to enter. Remember, a bicycle is a vehicle because it is a machine used for moving people on streets (or sidewalks) governed by local traffic rules. Check your local ordinances about bicycle travel on sidewalks. Unless sidewalk riding is prohibited, children at this level should not be encouraged to ride in the street.

ACTIVITIES:

Refer to the Pedestrian Safety Area for complete information on traffic signs and signals.

1. Color, Cut, and Paste. Make copies of Master for Reproduction #6, page 113. Give each child a copy. Ask the children to color the sign with the correct color. Then cut out and paste the correct word to the matching sign.

2. Discussion. Ask the children what rules they must follow as pedestrians. Then ask the children what rules they must follow when driving their bicycles. Compare the rules.

3. Traffic Signs.[6] Take the class for a walk around the school neighborhood and have the children identify traffic signs they see. Ask the children if they need to obey these signs while driving their bicycles.

4. Hand Signals. Children at this age are beginning to drive their bicycles on the street; therefore, this is the time to introduce the proper hand signals for making turns and stopping. Make copies of Master for Reproduction #7, page 114. Give each child a copy. Have the children look at the Master, then practice each hand signal. Let the child color their Master.

5. "5 On a Bike."[5,2] Make copies of Master for Reproduction #8-18, pages115-125. First, read through the entire poem, showing the corresponding pictures. (You can use your overhead projector to enlarge the pictures and then trace big posters to put on the bulletin board.) Then show each page individually, read the stanzas on that page, and ask the following questions:

Picture 1: What are monkeys like?
(Curious, mischievous.)
Do children ever act the same way?

Picture 2: What did the monkeys do when they left the zoo?
What safety rule could have prevented the accident from happening?
(Driving single file on the right hand side of the street.)

Picture 3: Do you see something that the monkeys are doing wrong? (Driving two on a bike.)
Would you do the same thing?

Picture 4: What were the monkeys doing wrong that caused them to land in the water?
(Two on a bike; going too fast; not looking where they were going.)

Picture 5: Who can name two things that the monkeys were doing wrong?
(Three on a bike; hitching a ride by holding onto the truck while driving their bikes.)

Picture 6: What was the next accident the monkeys had?
What caused this accident?
How do you think the monkeys felt?
How do think you would feel if it happened to you?

Picture 7: What two rules did the monkeys break?
(Not obeying traffic signals; driving on the sidewalk.)

Picture 8: Why is hitting a baby carriage dangerous?
Who would get hurt?
How would you feel if you ran your bicycle into a baby carriage?

Picture 9: Why were the police looking for the monkeys?
If you were the keeper of the zoo, what would you have done with the monkeys?

Picture 10: Would you give the monkeys bikes to drive in their cages?
How would you teach the monkeys to follow the bicycle safety rules?
Do you follow bicycle safety rules?
How can you remember to follow them?

Let each child have a copy to color and staple together for a book. A permanent copy in a reading center is useful.

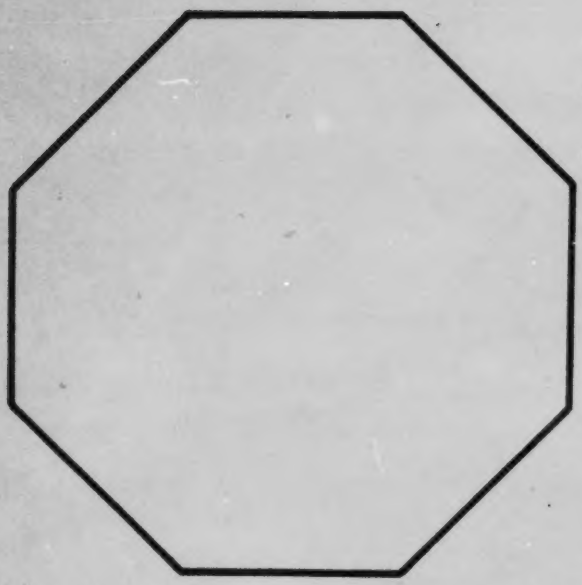
6. Bravo for This Bike Driver. Start a bulletin board, "Bravo for These Bike Drivers." Everytime a new bicycle rule is discussed, have the children illustrate it and you write a caption underneath. Example:

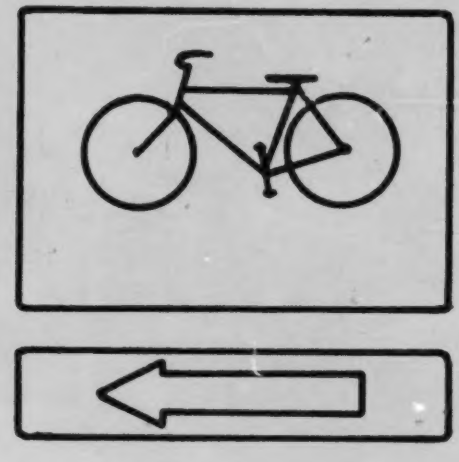
   I look to the right and left before I cross an intersection.

7. Supplementary Activities:

   Johnny Had a Great Big Bike, page 138.

Color, Cut-out and Paste Activity





STOP

YIELD

BIKE ROUTE

right turn

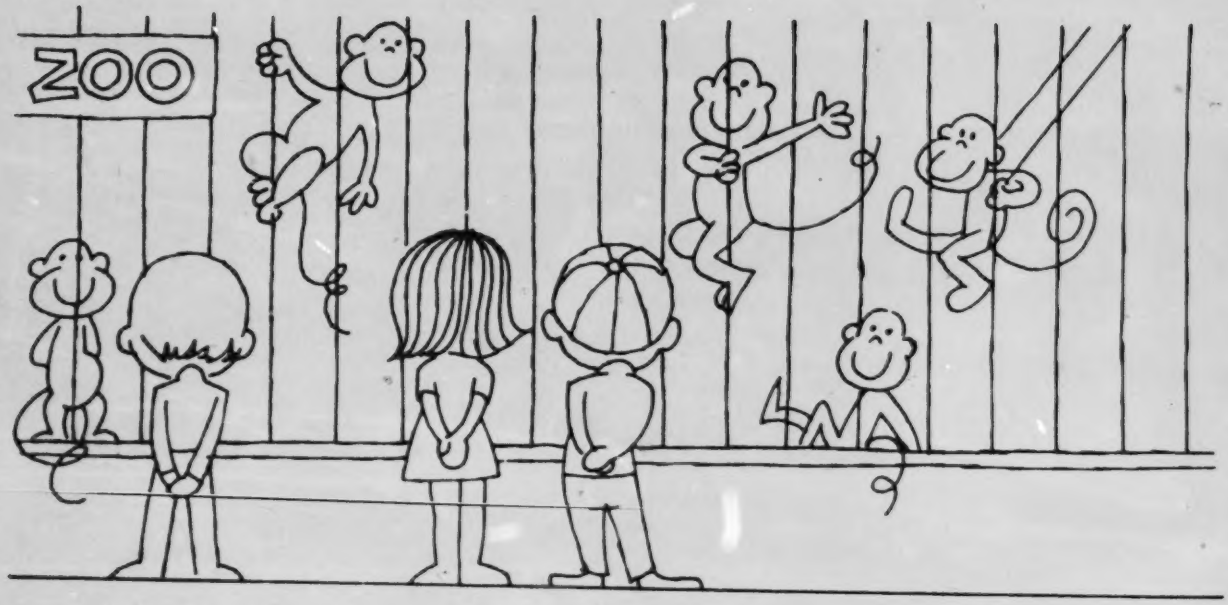
slowing
or stopping

left turn

5 on a Bike

*Reproduced with permission from *Safety Education Units for Illinois Elementary Schools*

Trim along dotted line



Picture 1

In the cage in the zoo
The children came to see,
Five little monkeys
As funny as can be.

The children looked in
And the monkeys looked out,
Each tried to see
What the other was about.

Picture 1

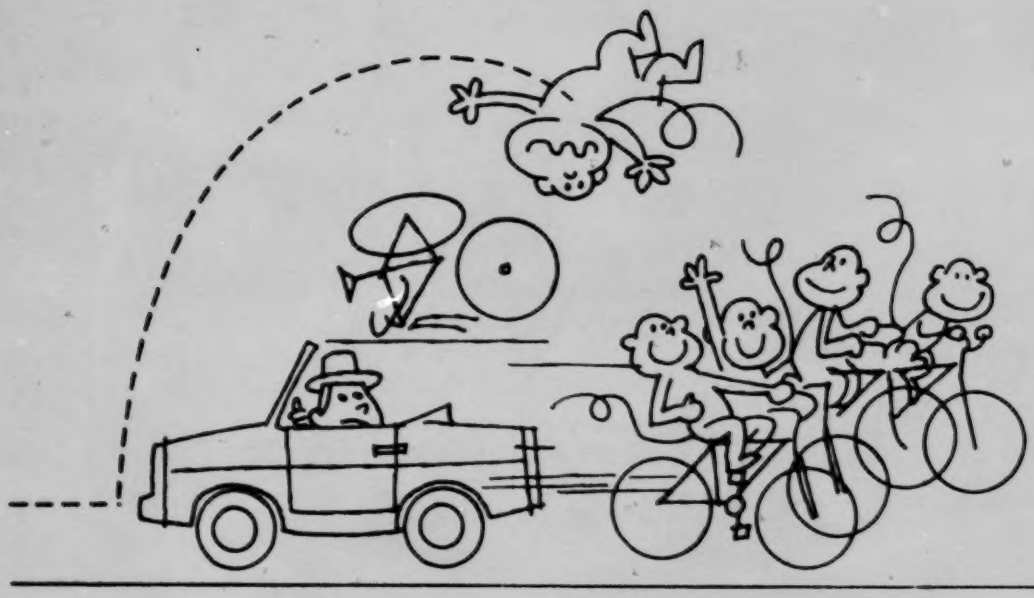
One day when the cage door
Was not closed tight,
Five little monkeys
Began a strange flight.

They hopped on some bikes
As they'd seen children do,
And pedaled away quickly
From their cage in the zoo.

Side by side
In the middle of the street,
Five foolish monkeys
A car did meet.

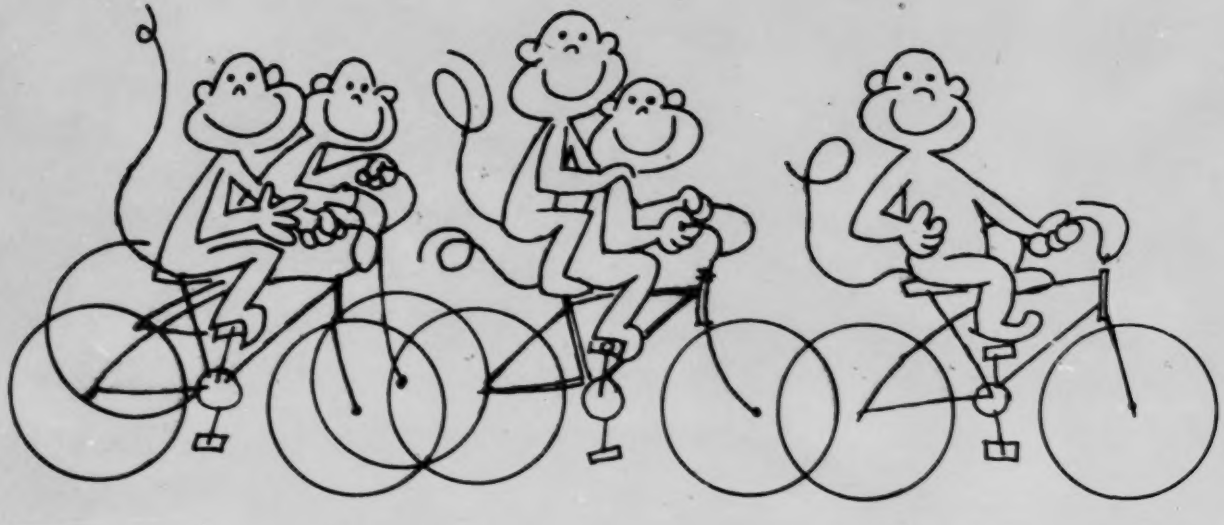
Screech went the brakes
As the driver tore his hair,
One bike and one monkey
Were tossed in the air.

Picture 2



Picture

Trim along dotted line.



1-8

Picture 3

The bike was all broken
But the monkey survived,
And now four bikes
Had to do for all five.

One on a bike
Is a very good rule,
But monkeys didn't know—
They'd never been to school.

So they climbed on the bikes,
Rode away from that place
Down a hill so steep
That they started to race.

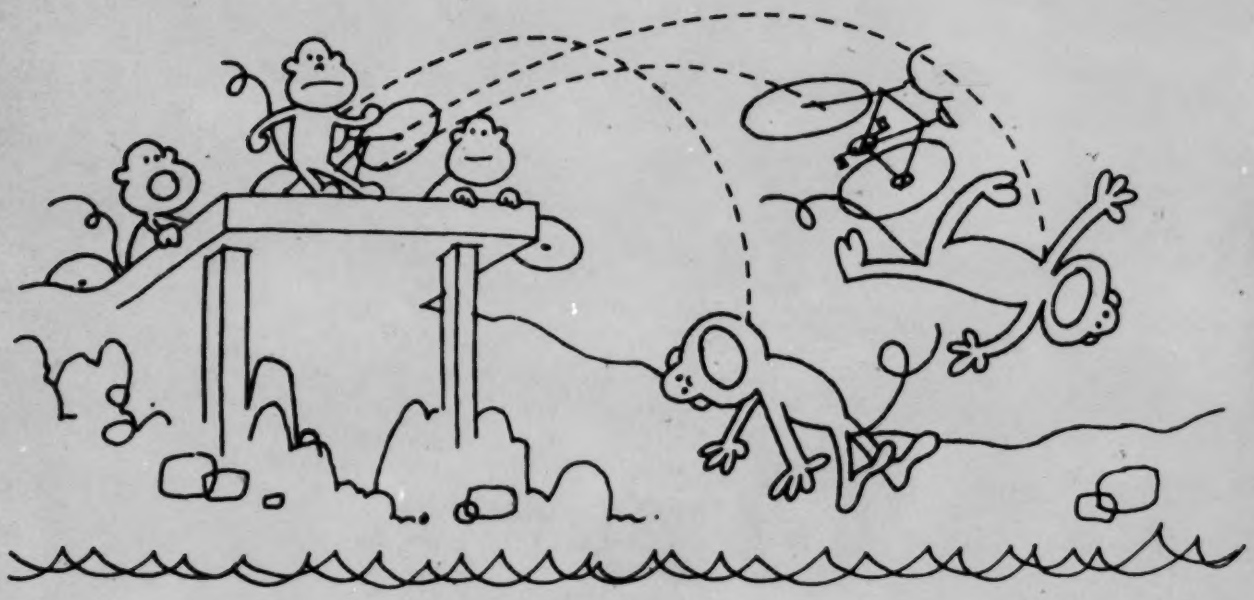
Picture 3

Fast went the bikes—
The road wasn't straight,
Around a blind corner
A surprise lay in wait.

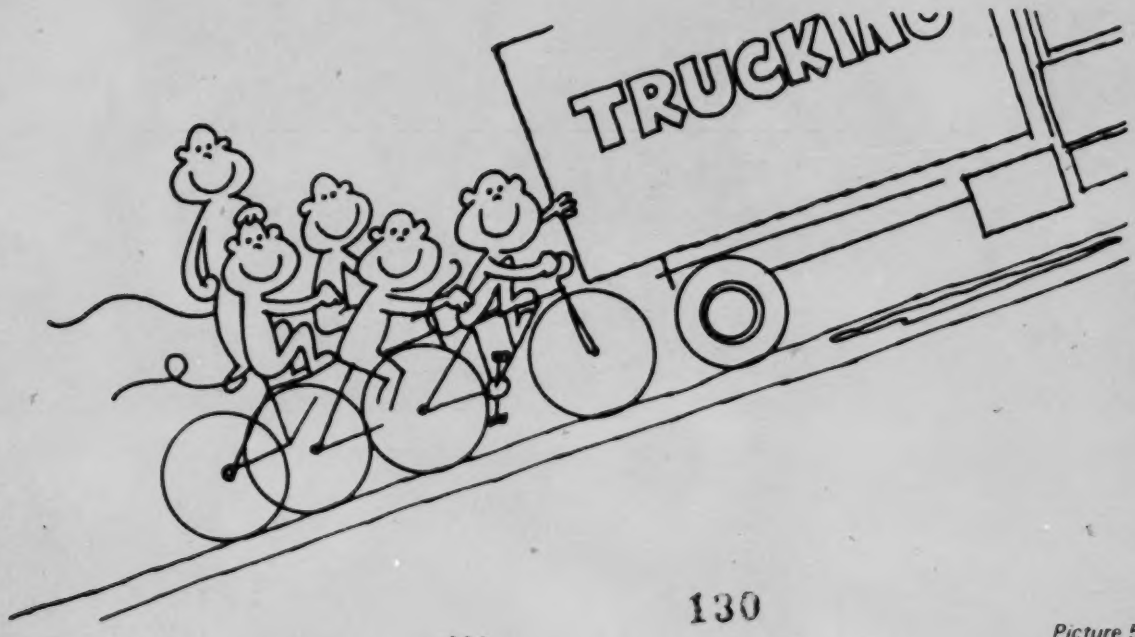
River crossing! No bridge!
And the water was deep,
The monkeys tried to stop
But the hill was too steep.

Two monkeys on a bike
Went in with a crash,
Down went the bike.
The monkeys went splash!

Picture 4



Picture 4



130

Picture 5

So back to the shore
They swam—those two.
And now for five monkeys
Three bikes had to do.

With three on a bike
They went very slow.
Up a steep climb
Those bikes had to go.

On a big truck
They hitched a ride,
They laughed and laughed
As they held onto the side.

When a puddle of mud
The truck went through,
The monkeys had a shower
Of mud and water, too.

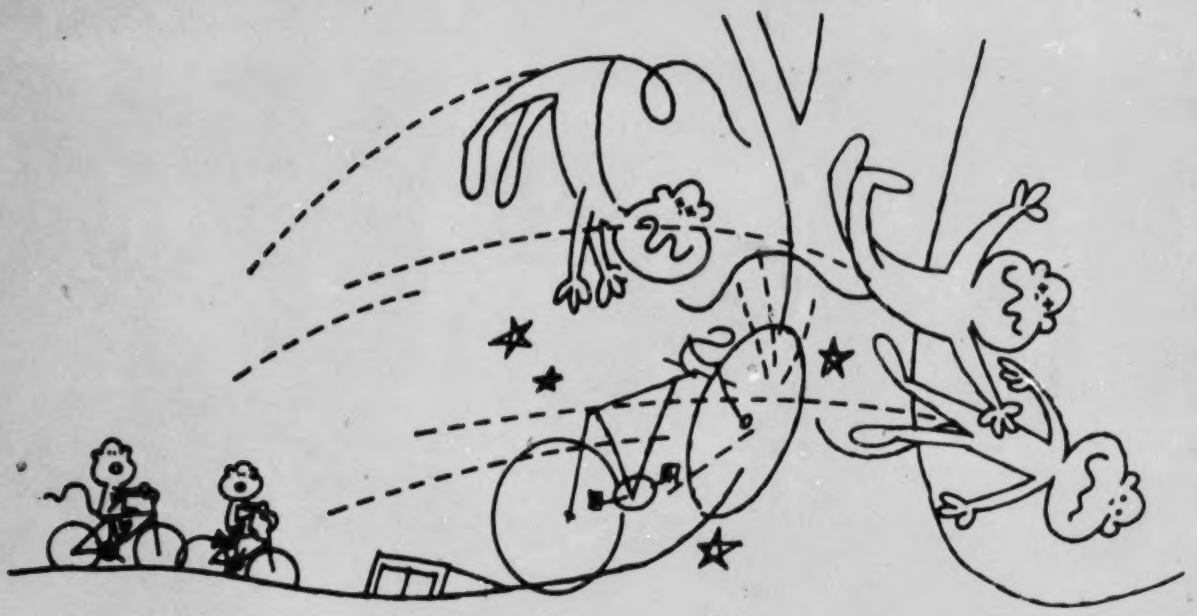
Their heads were all covered,
Mud dripped from their feet,
A funnier sight
You never did meet.

Picture 5

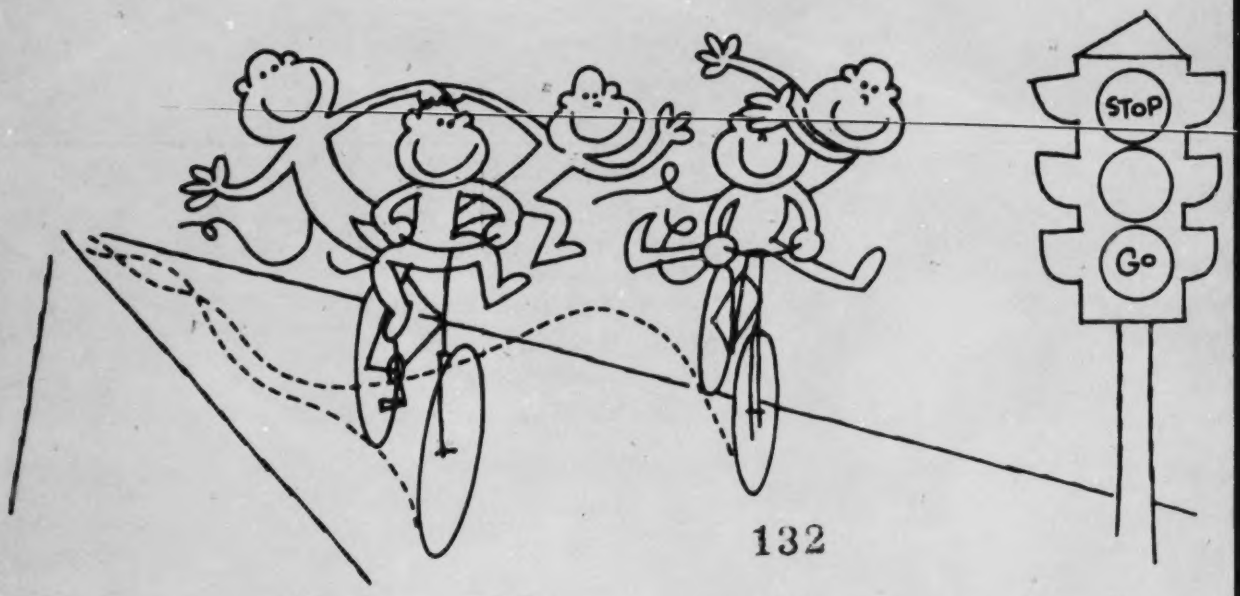
They had to let go
For now they couldn't see,
Three monkeys on a bike
Crashed into a tree.

The tree stood up straight
The bike wrapped around,
Like a pretty blue ribbon
Close to the ground.

Picture 6



Picture 6



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Picture 7

With bruises and scratches
The monkeys looked sad,
And for five riders now
Only two bikes they had.

Down the wrong side
The bicycle sped,
They went through lights
Green, yellow, and red.

Picture 7

On the sidewalks they rode,
Over curbs they bumped,
And everyone looked
As old ladies jumped.

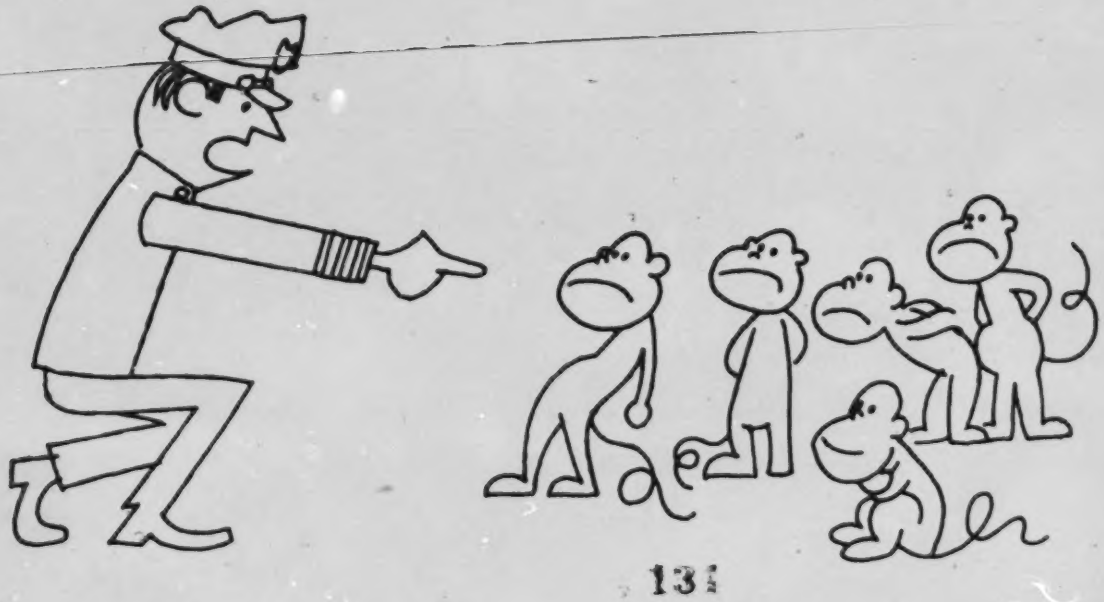
When out of a store
A baby carriage came—
Those monkeys didn't see.
They were playing a game.

The carriage went smash!
The baby flew out.
The bike fell to pieces
With monkeys all about.

Five on a bike,
There really wasn't room,
But they all jumped on
And away they went—zoom!

Picture 8

Picture 8



Picture 9

Standing guard in the street
With his hand held high,
A policeman just stared
As the monkeys rode by.

The policeman shouted
And called out, "Stop!"
The monkeys waved back,
And the bike went—plop!

Then the policeman said,
"We've been looking for you,
And those five blue bikes
You took from the zoo."

"Don't you know that
When you go out to play,
You mustn't take bicycles
And just ride away?"

So home went the monkeys
Where safely they must stay,
But they'd like to ride bikes,
And go out to play.

The keeper says "No!"
They must stay in the zoo.
Now if you were the keeper
What would you do?

Picture 9

Would you give them all bikes
To ride in their cage?
Could you teach them the rules
Found here on this page?

BICYCLE
SAFETY RULES

Ride one on a bike.
Keep to the right.
Ride single file.
Keep hand on handlebars.
Obey traffic rules.
Do not hitch rides.
Watch for cars.
Have a light after dark.

Picture 10

BICYCLE SAFETY--LEVEL A

CONCEPT IV: SAFE DRIVING SKILLS

OBJECTIVE:

After a series of learning experiences, the children will be able to describe the basic skills necessary for driving a bicycle safely.

CONTENT FOR DISCUSSION:

There are skills that should be practiced by bicyclists to be good bicycle drivers. These skills include:

1. Proper form. Sit firmly on the saddle and lean slightly forward. Both hands should be on handlebars except when signaling. Keep elbows and knees in, and legs parallel to frame. Don't wobble shoulders. When turning, stop pedaling until 3/4 through the turn. Wear shoes and clothes that cannot get caught in the chain.
2. Starting and balancing.
3. Pedaling. Claw on downstroke, lift on upstroke, begin thrust at top of upstroke, giving most thrust on downstroke while pulling up on handlebars. Keep ball of foot on pedal. Pedal evenly with both feet.
4. Braking to control speed.
5. Stopping and dismounting.
6. Emergency maneuvering to avoid hazards.
7. Emergency stopping.

A bicyclist must also take extra precautions when riding his bicycle to avoid any possible conflicts with traffic and know how to handle them. A bicyclist should exercise care:

1. When entering street.
2. At busy intersections--walk bike (then bicyclist becomes pedestrian and obeys pedestrian rules).

3. Always drive defensively. Cars go out of control and drivers don't always obey rules.
4. Drive in a straight line. Cutting in and out of traffic is dangerous.
5. Ride single file in traffic--never more than double.
6. If possible, use less traveled roads.
7. Keep both hands on the handlebars except when signaling.
8. Have the proper safety equipment (light, reflector, bell or horn, good brakes).
9. Carry packages in a basket, if possible. Never carry a package so big that it interferes with your control of the bike.
10. Carry passengers only if you have an extra seat. People perched on handlebars, etc., cause you to lose control.
11. Don't play in the street.
12. Don't hitch rides on other vehicles.
13. Yield to pedestrians.

Knowing and following these basic driving skills for handling a bicycle can help children become expert car drivers when they are older, but exercise care when teaching these rules so children do not interpret them as permission to drive their bicycles in the street now.

ACTIVITIES:

1. "I'm No Fool With a Bicycle." Introduce this area of bicycle safety with Walt Disney's film: "I'm No Fool With a Bicycle." After showing the film, ask the children what were some of the things shown in the movie that could have led to an accident.

   Variation: You might want to start keeping an experience chart that the children can refer back to. Put their responses on the chart.

   a. "Clowning on a bicycle could lead to accidents."
   b. "Riding with objects blocking your view could lead to an accident."
   c. "Not looking both ways before entering an intersection could lead to an accident."

Encourage the children to think of rules that they try to follow on their bicycles.

Our Bicycle Rules

(1)

(2)

(3)

(4)

(5)

2. Draw Yourself.[1] Give each child a white piece of construction paper. Ask each to draw a picture of himself riding his bicycle in a safe place.

3. School Patrol.[2] Invite a patrol boy to accompany you and your class outside. Select one who rides his bicycle to school. Walk the children to the corner and review the right way to cross the street. With the patrol boy under your supervision, perhaps the children can cross the street. (Be sure this street is not heavily traveled.)

Young children can apply the rules they wrote in class to a real situation that they become involved with.

After going through this procedure, ask the children "What must we always do before crossing at an intersection?" The desired response would be "Look to the right and left at all intersections."

Now have the patrol boy use his bicycle and show how he crosses the street as a bicycle driver. The children should immediately see that as a cyclist, he has no more right of way than a pedestrian; and that when he gets off his bicycle, he looks to the right and left at the intersection and then he crosses.

After the patrol boy has gone through the steps of showing the children how a bicycle driver crosses streets, bring them all back into a group. You might ask, "Why is it best to get off your bicycle before crossing an intersection?" "Why do we look both ways?" "Does the bicycle driver have more difficulty crossing the street

than the pedestrian?" "Why?" You may continue your questions, but remember the young child is going to retain more if he sees his rule "come to life" through demonstrations.

When you return to the room, the children can draw the patrol boy or themselves crossing at an intersection the proper way.

4. Discussion. Teacher-directed discussion:
   a. Why is it necessary to keep far to the right of the road?
   b. What would happen if we did not ride in single file?
   c. How can we as bicycle drivers be courteous to pedestrians?
   d. Why should we keep both hands on the handlebars?

5. "Patrol Boy May I."[10] In a simulated situation, have the children play the following game, "Patrol Boy May I."

   Child: "Patrol Boy, may I cross the street?"
   Patrol Boy: "What will you do before you cross?"
   Child: "I will look both ways at the intersection."
   Patrol Boy: "Fine, you may come two steps forward with your bike." (make-believe)

   Set a goal line; let the first child to reach it at the other end of the room become the winner. Continue to play using other bicycle rules and challenging the player to recite them before moving forward.

6. Demonstration. Try to have some older children with bicycles demonstrate those things you stressed in your discussion. Use the young children as pedestrians to show right of way. Try to use your playground area for these demonstrations.

7. What Would It Be Like? Ask the children to discuss what it would be like if all bicycles were 3 meters (6 feet) high or 30 centimeters (1 foot) tall. Elicit from them the experiences they might have trying to ride it.

   NOTE: This is related to skill and control of a bicycle.

8. Word Match. Write the following words on the chalkboard and have the children match the words in column A to column B by drawing a line.

A	B
A	driver
GOOD	bike
RIDER	safe
HAS	a
A	has
SAFE	rider
BIKE	good
DRIVER	a

9. Bike Skill and Control.[2] The skill and control of a bike driver is very important when he is driving his bicycle. Discuss the following with the children.

   a. Balance
   b. Coordination
   c. Maneuverability

   After the discussion, the teacher should stress upon the children the importance of a bicycle fit, in view of the fact that motor coordination has not yet matured in a child in kindergarten or first grade.

10. How Many Can Ride?[1] Distribute Master for Reproduction #19, page 133, "How Many Can Ride," and have the children write the correct answer in the box. Teacher should emphasize that drivers should not carry passengers or ride double on bicycles, unless there is an extra seat.

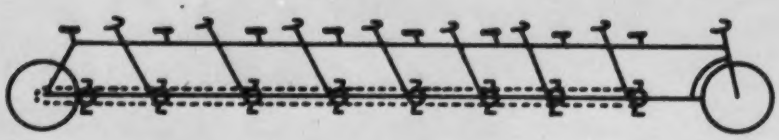
11. Supplementary Activity:

    "Ten Little Bike Riders," page 137.
    "Think," page 138.
    "The Traffic Policeman," page 139.

"The Traffic Officer," page 139.
"The Traffic Light," page 140.
"Red Light-Green Light," page 140.
"Never Carry Great Big Things," page 140.
"Jack and Jill Had Bicycles," page 141.
"Riding Safely," page 141.
"Traffic Signs Riddles," page 141.

How many can ride?

In the box after each drawing, write the number of bicycle drivers that can ride on the bicycle without breaking the law.



SUPPLEMENTARY SONGS,

POEMS, AND GAMES

Ten Little Bike Riders

(Tune: "Ten Little Indians";
words taken from pamphlet available at the
N. C. Department of Motor Vehicles)

One little, two little, three little bike riders,
Four little, five little, six little bike riders,
Seven little, eight little, nine little bike riders,
Ten little bike riders now.

Ten little bike riders in a single line,
One swerved out to pass and then there were nine.

Nine little bike riders not inclined to wait,
One ignored a stop sign and then there were eight.

Eight little bike riders out until eleven,
One rode without a light and then there were seven.

Seven little bike riders cutting up for kicks,
One got too "fancy" and then there were six.

Six little bike riders eager and live,
One didn't signal and then there were five.

Five little bike riders heading for the shore,
One hooked on a ride and then there were four.

Four little bike riders carefree as could be,
One didn't check his brakes and then there were three.

Three little bike riders distracted by the view,
One hit a truck and then there were two.

Two little bike riders having lots of fun,
One rode the center line and then there was one.

One little bike rider who's still alive today,
By following the safety rules, he hopes to stay.

Think

If everyone tried to figure a way
To safely ride and play,
It would mean You, You, and You
Would be alive and happy another day!

--Safety Committee
(Source Unknown)

Johnny Had a Great Big Bike

(Original Poem set to the tune of "Mary Had a Little Lamb"; this song emphasizes the rules for safe bicycling.)

1. Johnny had a great big bike,
   Great big bike, a great big bike,
   Johnny had a great big bike,
   He knew just what to do.

2. He always rides in a straight line,
   A straight line, a straight line,
   He always rides in a straight line,
   On the right side of the road.

3. He understands the traffic light,
   The traffic light, the traffic light,
   He understands the traffic light,
   When to stop and when to go.

4. He always uses proper hand signals
   Hand signals, hand signals,
   He always uses proper hand signals
   For turning and stopping.

(Continue until all safety rules are used.)

--Agnes Jones

The Traffic Light

(Song. Tune: "The Mulberry Bush.")

The traffic light we see ahead
Is sometimes green and sometimes red
Red on top and green below
The red means stop and green means go.

Red Light - Green Light

One child stands in front of the room with his back to the class.

The class is at the opposite end of the room. They move up until he shouts "red light."

He then tries to catch someone moving. The first person to reach him is the winner.

Never Carry Great Big Things

Never carry great big things
When you ride your bike.
Great big things are hard to carry,
That means big things like:
    people, packages, penguins, polar
    bears
    pumpkins, pandas, and such!
You won't be able to see a thing,
And they weigh much too much!

Jack and Jill Had Bicycles

Jack and Jill had bicycles,
Jack and Jill had fun.
They never carried passengers,
For bikes are built for one.

Riding Safely

I ride fast a bit, and slow a bit,
But when I ride, I always sit.
Leaning sideways and riding double
Is not for me, it means trouble;
Ride, ride, ride in the sun,
Riding safely makes riding fun.

Traffic Signs Riddles

1. I am a sign.
   I am red.
   I have 8 sides.
   What am I?

   A. I am a STOP sign.

2. I am a sign.
   You will find in the shape of a square,
   A circle, and a straight line on me.
   You will see something you can ride.
   What am I?

   A. I am a NO BICYCLE sign.

3. I am a sign.
I am red and
white.
I am in the shape
of a triangle.
What am I?

A. I am a YIELD sign.

4. I am a sign.
I am red.
I have 2 words on me.
You should not come down a
street if I am there.
What am I?

A. I am a WRONG WAY sign.

This activity can be supplemented by showing the class the traffic sign after reading its riddle.

Bicycle Jump Rope Rhyme

Bicycle, Bicycle,
Go, Go, Go,
Bicycle, Bicycle,
Oh, So Slow.
Bicycle, Bicycle,
Know your rules,
So you can get safely
Back to school.

On Wheels

On my bike I go riding along
On a bright and sunny day;
As I ride, I like humming the sound
Of the wheels as they go round.

Humming a tune, a bicycle tune
Without a single care;
On my bike I go riding along
In the bright and sunny air.

--Richard C. Berg

RESOURCE LIST

ORGANIZATIONS

Aetna Casualty and Surety Company, Driver Education Services, 151 Farmington Avenue, Hartford, Connecticut 06115.

Allstate Insurance Company, 7770 Frontage Road, Skokie, Illinois 60076.

American Automobile Association, 1712 G Street NW., Washington, D. C. 20006.

American Automobile Association-North Carolina. Carolina Motor Club, Inc., 701-3 South Tryon St., P.O. Box 60, Charlotte, North Carolina 28202.

Bicycle Manufacturer's Association of America, 1101 15th Street NW., Suite 304, Washington, D.C. 20005.

National Bicycle Dealers Association, 29025 Euclid Avenue, Wickliffe, Ohio 44092.

National Education Association, American Association for Health, Physical Education and Recreation, 1201 16th Street NW., Washington, D. C. 20036.

National 4-H Service Committee, Inc., Program Services, 150 North Wacker Drive, Chicago, Illinois 60606.

National Safety Council, 425 North Michigan Avenue, Chicago, Illinois 60611.

North Carolina Department of Motor Vehicles, Traffic Safety Education Division, 1100 New Bern Avenue, Raleigh, North Carolina 27611.

North Carolina Department of Public Instruction, Education Building, Raleigh, North Carolina 27611.

North Carolina Department of Transportation, Bicycle Coordinator, P.O. Box 25201, Raleigh, North Carolina 27611 (for bikeways information).

North Carolina State University, Agricultural Extension Service, Department of Agricultural Information, Box 5037, Raleigh North Carolina 27607.

Schwinn Bicycle Company, 1856 Kastner Avenue, Chicago, Illinois 60635.

University of North Carolina at Chapel Hill, Highway Safety Research Center, Craige Trailer Park, Chapel Hill, North Carolina 27514.

The Wheelmen, 6239 Anauista, Flint, Michigan 48507.

RESOURCE LIST - BICYCLE SAFETY

FILMS

Bicycle Riding Reminders. (1972, 16mm, color, 11 min.) A police vehicle demonstrates reaction time, braking distances, etc., when autos and bicycles are involved, with basic bicycle safety pointers for younger children. Available from AIMS Instructional Media Services, Inc., P. O. Box 1010, Hollywood, California 90028.

Bicycle Safety. (1968, 16mm, b&w, sound, 11 min.) Driver responsibilities explored include bicycle maintenance and obeying traffic rules. Available for purchase from McGraw-Hill Co., Text-film Division, 330 West 42nd St., New York, N. Y. 10036.

Bicycle Safety Program. (1971, 16mm, color) Describes bicycling safety for children and adults. Available from Film Loops, Inc., P. O. Box 2233, Princeton, New Jersey 08504.

Bicycle Safety Skills. (1970, 16mm, color or b&w, sound, 11 min.) The theme "good cyclists today, good motorists tomorrow" is emphasized. A youngster shows his small brother safety practices that make cycling safe as well as enjoyable. Available for purchase or rental from Coronet Instructional Films, 65 East Water St., Chicago, Illinois 60601.

Bicycle Today - Automobile Tommorrow. (1969, 16mm, color, 10 min.) A boy is shown by a motorcycle police officer how he should check his bicycle for mechanical soundness and demonstrates importance of knowing the correct bicycle rules and safety regulations before riding in traffic. Available from Sid Davis Production, 1046 South Robertson Blvd., Los Angeles, California 90035.

Bicycling Safely Today. (1972, 16mm, 20 min.) Pleasantly illustrates how cyclists can achieve full enjoyment from their wheels. It is a good film for solving problems in the community. Available from Bicycle Manufacturers' Association of America, 1101 15th Street, N.W., Suite 304, Washington, D. C. 20005.

Can You Stop On A Dime? (1972, 16mm, color) Demonstration for elementary school children of the safety rules for bicycle riding; why instantaneous stops are impossible for bicycles and automobiles; automobile blind spots and resultant danger to pedestrians. Available from Sid Davis Productions, 1046 South Robertson Blvd., Los Angeles, California 90035.

I'm No Fool with a Bicycle. (1971, 16mm, color, 8 min.) The bicycle, as Jiminy Cricket points out, is a wonderful invention--even more wonderful if we know the right way to do things with it. After tracing the history of the bicycle from its first invention in France around

1810 up to the modern safety bike as we know it today, Jiminy graphically illustrates the wrong and the right things to do with a bike. He's strongly recommending the latter, that is--"If you want to live to be 92." Available for purchase or rental from Walt Disney Educational Materials Co., 495 Route 17, Paramus, New Jersey 07652.

The Day the Bicycles Disappeared. (1967, 16mm, color, 14 min.) When all the bicycles in town suddenly disappear, it turns out that they are protesting the hazardous riding of their owners. Not until each rider signs a safe-bicycling pledge do the bikes agree to be taken home. Available from American Automobile Association, Carolina Motor Club, 701-3 South Tryon St., P. O. Box 60, Charlotte, North Caroina 28201.

FILMSTRIPS

Bicycle Safety. (1968, 35mm strip, silent, color, 39 frames) Illustrates where to learn to ride; what rules to follow when riding during the day, at night, and in the rain; how to prevent tire damage; and how to carry packages on a bike. Available from Curriculum Materials Corp., 1319 Vine St., Philadelphia, Pennsylvania 19107.

I'm No Fool with a Bicycle. (1969, 35mm strip, color) Riding a bicycle in 1810 in France was probably just as much fun as it is today in America . . . but even our modern safety bike can be dangerous. Jiminy Cricket traces the history of this popular invention and demonstrates the rules for safe riding. He urges children to keep their bikes in good working order and to follow automobile safe driving regulations. Available from Walt Disney Educational Materials Co., 495 Route 17, Paramus, New Jersey 07652.

Your Adventures in Traffic Safety: Part 2. (1971, 35mm strip, color): Describes bicycle safety rules to follow as a part of a four unit program which includes traffic and pedestrian safety and passenger safety from all aspects. Available from Professional Arts, Inc., 1752 Parrott Drive, San Mateo, California 94402.

BOOKS FOR TEACHERS

Aetna Casualty and Surety Company. Bicycle Safety Quiz. Hartford, Connecticut: Aetna Casualty and Surety Company, Public Education Department, Hartford, Connecticut 06615.

American Automobile Association. Bicycling is Great Fun. Washington, D. C.: American Automobile Association, 1712 G Street, N.W., Washington, D. C. 20036.

Bicycle Manufacturers' Association of America. Bicycle Riding Clubs. Bicycle Manufacturers' Association of America, 1101 15th Street, N.W., Suite 304, Washington, D. C. 20005.

Bicycle Manufacturers' Association of America. Bike Fun. Bicycle Manufacturers' Association of America, 1101 15th Street, N.W., Suite 304, Washington, D. C. 20005.

Goodyear Tire and Rubber Company. Bicycle Blue Book. Akron, Ohio: Goodyear Tire and Rubber Company, Cycle Tire Department, 1144 East Market St., Akron, Ohio 44316.

BOOKS FOR STUDENTS

Dines, Glen. Pitidoe the Color Maker. New York: The MacMillian Co., 1959.

Kessler, Leonard. A Tale of Two Bicycles. New York: Lothrop, Lee and Shepard Company, 1971.

Kessler, Leonard. Mr. Pine's Mixed-Up Signs. New York: Grossett and Dunlap, 1961.

Pid, Mr. The Day the Bicycles Disappeared. Washington, D. C.: Robert B. Liece, Inc., 1969.

Rey, H. A. and Margaret. Curious George Rides a Bike. Boston, Massachusetts: Houghton Mifflin Company, 2 Park St., Boston, Massachusetts 02107. (Second grade.)

BOOKLETS, LEAFLETS, AND MAGAZINES

A Guide to Audio Visual Materials on Bicycles and Bicycle Safety. Bicycle Manufacturers' Association of America, 1101 15th Street, N.W., Suite 304, Washington, D. C. 20005.

Be An Expert Bike Driver. Greenfield, Massachusetts: Channing L. Bete, Inc., 1968.

Berzina, E. and M. Kramer. An Investigation of Rider, Bicycle Safety, and Environmental Variables in Urban Bicycle Collisions. Ontario, Canada 1970.

Campbell, B. J., J. P. Foley, and E. A. Pascarella. Bicycle Riding and Accidents Among Youths - A Summary Report. Chapel Hill, North Carolina: Highway Safety Research Center.

Bicycle Safety Tests and Proficiency Course. Bicycle Manufacturers' Association of America, 1101 15th Street, N.W., Suite 304, Washington, D. C. 20005.

Bike Ordinances in the Community. Bicycle Manufacturers' Association of America, 1101 15th Street, N.W., Suite 304, Washington, D. C. 20005.

Bike Safety In Action. National Education Association, National Safety Commission, 1201 16th Street, N.W., Washington, D. C. 20036.

Bike Safety Programs. Bicycle Manufacturers' Association of America, 1101 15th Street, N.W., Suite 304, Washington, D. C. 20005.

Bike Trails and Facilities. Bicycle Manufacturers' Association of America, 1101 15th Street, N.W., Suite 304, Washington, D. C. 20005.

Cycling in the School Fitness Program. American Association for Health, Physical Education and Recreation, National Education Association, 1201 16th Street, N.W., Washington, D. C. 20006.

Hi! Bike Pilots. Allstate Insurance Company, Safety Department, 7770 Frontage Road, Skokie, Illinois.

Know Your World, "Bicycle Boom Hits U. S." American Education Publications, 245 Long Hill Road, Middletown, Connecticut, October 13, 1974.

My Weekly Reader, "More People Are Riding Bikes." American Education Publications, 245 Long Hill Road, Middletown, Connecticut, September 22, 1971.

Parents, Buying Your Child A Bicycle? American Automobile Association, 1712 G Street, N.W., Washington, D. C. 20006.

What Everyone Should Know About Bicycles. Greenfield, Massachusetts: Channing L. Bete, Inc., 1968.

SAFETY SONGS

Manners Can Be Fun, Songs of Safety and Health Can Be Fun. Educo Services, 14 Warren St., New York, N. Y. 10007.

Popeye. . .Health, Safety Songs. A. A. Records, Inc., 250 West 57th Street, New York, N. Y. 10019.

Songs of Safety. Educo Services, 14 Warren St., New York, N. Y. 10007.

INSTRUCTIONAL MATERIALS

All About Bikes - A Bicycle Safety Program. National Safety Council, Chicago, Illinois.

Bicycle Safety Program. Auxiliary to the American Optometric Association, 144 West Broadway, Shelbyville, Indiana.

Bicycle Safety Program. Canadien De La Securite, Director of Programs Council, 30 Driveway, Ottawa 4E, Canada.

Bicycle Safety Set No. 102. (A series of nine study prints based on the Walt Disney 16mm film titled, "I'm No Fool with a Bicycle." Each print contains teaching aids and suggested activities printed on the back.) Walt Disney Study Prints, Walt Disney Films, 545 Cedar Lane, Teaneck, New Jersey 60068.

Miniature Traffic Signs. Milton Bradley Company, Des Plains, Illinois 60018.

Useful Signs to See and Read. (Teaching aid for functional reading programs. Thirty large cards contain traffic, driver education, and safety signs which children are likely to encounter in everyday living. Suggestions for use are included.) Milton Bradley Company, Des Plains, Illinois 60018.

SCHOOL BUS SAFETY

Level A

SCHOOL BUS SAFETY UNIT--LEVEL A

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SCHOOL BUS SAFETY--LEVEL A

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SCHOOL BUS SAFETY

INTRODUCTION

In the 1972-73 school year, 724,000 school children rode to school on a bus. These buses traveled 120,000,000 kilometers (75 million miles) during the year. While school bus accidents are relatively rare, children must learn how to ride the school bus with safety.

There are safety practices that children who ride the school bus must know and follow. It is the duty of every child who rides the school bus to be a responsible bus rider. Children should know and follow all school bus safety practices, and respect the authority of the bus driver. Children should also be told that their disregard of a safety practice may be the cause of a fatal accident. A thorough development of understanding of all bus safety rules is needed to improve the necessary teamwork and cooperation of the children as riders of the school bus and the school bus driver.

Each school child who rides the school bus should know how to conduct himself in a safe, responsible manner and follow all safety practices.

UNIT OBJECTIVES

1. To develop safe and responsible behavior in the children while on board and in route to or from a school bus.
2. To develop the children's understanding of their responsibility(s) to the school bus driver and/or school bus patrol, and for their own safety while on the way to school riding the bus.

SCHOOL BUS SAFETY UNIT CHECKLIST FOR TEACHERS

This School Bus Safety Unit Checklist is provided for you as a pretest to help you determine your children's prior knowledge and understanding of their responsibilities in this content area.

1. Do the children demonstrate safe and responsible behavior when going to the school bus stop? Waiting at the school bus stop?
2. Can the children readily identify and locate their school bus? How?
3. Do they walk to the bus stop carefully, on the left facing traffic, if there is no sidewalk?
4. Do the children know what to do if they have to cross a roadway to get to the bus?
5. Do they wait off the road for the bus?
6. Do the children use the handrail when entering and exiting the bus?
7. Are they on time for the bus everyday?
8. Do the children wait for the bus to come to a complete stop before boarding?
9. Do they know the rules governing exiting the school bus in North Carolina?
10. Do they exhibit common sense and courtesy when entering the school bus? Exiting?
11. Do they board the bus in a single file?
12. Do they eat or drink on the school bus?
13. Do they wear reflective clothing on a rainy foggy day?
14. Do the children take their seats immediately and remain seated while the bus is moving?
15. Do the children hold on to the back of the seat if they have to stand?

16. Do they keep the bus clean and orderly?
17. Do they obey the bus driver?
18. Do the children know where the emergency door is located?
19. Do the children keep their hands, head, and arms inside the bus at all times?
20. Do they let the children nearest the door get off the bus first? Why?
21. Do the children know the procedures for exiting the bus in case of an emergency?
22. Do the children step away from the bus quickly after exiting the bus?
23. Do the children report any damages to the driver that they might see?

SCHOOL BUS SAFETY--LEVEL A

CONCEPT I: GOING TO THE BUS STOP AND WAITING

OBJECTIVE:

After experiencing learning activities the child will be able to demonstrate the safe procedures related to arriving at, waiting at, and returning home from the bus stop.

CONTENT FOR DISCUSSION:

Walking to the bus stop and waiting for the bus produces hazards, which can be avoided by:

1. Allowing enough time to walk to the bus stop without running or hurrying. Arriving at the bus stop about 5 minutes before the time the bus usually arrives, but not earlier.
2. Walking on the left facing traffic where there is no sidewalk.
3. Waiting well off the road (at least one car length) and not playing in such a way that someone might be pushed into the road or be forced to run into the road.
4. Looking out for young children because they do not recognize dangers.

ACTIVITIES:

1. Discussion and Role Playing.[1] The school bus driver expects children to be ready and waiting when he arrives. Therefore, children should be at the bus stop 5 minutes before the bus is due. A good way to be sure of getting to the bus on time is to leave the house at the same time each day. Discuss this with the children and then ask them to show how they walk to the bus stop. Let children play different roles, including some breaking of rules, to see the results.

2. What Do These Picture Stories Say? Make copies of Master for Reproduction #1, page 162. Give one to each child to reinforce the idea of getting to the school bus on time and watching for cars. The picture stories might also be used as a safety bulletin board.

3. Match the Words to the Right Sign.[1] Make copies of Master for Reproduction #2, page 163. Give them to the children and ask them to match the words to the appropriate traffic sign. (To review the traffic signs refer to Pedestrian Level A.)

4. Finger Play.[1]

School Bus Safety

Five little children on their way to the bus.
(hold up right hand; fingers straight, then make a fist.)
The first little child said, "To be on time is a must."
(raise little finger)
The second little child said, "While walking, look at each street sign."
(raise next finger)
The third little boy said, "At the bus stop, form a line."
(raise next finger)
The fourth one said, "Hold the handrail as we go inside."
(raise next finger)
The fifth one said, "In our seats and we are ready for the ride."
(raise thumb, then cup the hand downward and move along like in a vehicle.)

5. Poem.[1]

Waiting at the School Bus Stop

When I walk to the school bus,
Being on time is a must.
Time is important for me to know,
Before my bus comes I must show.
Walking to the bus stop happy and gay,
On the sidewalk I will stay.
I cross at the corner of the street.
Looking both ways, then I move my feet.
When I get to where the bus will stop,
To walk in the street I must not.
In back of the curb, is where I wait,
Even though I may be late.

6. When Does the Bus Come to a Full Stop?[1] Use a toy car to explain to the children what the words "full stop" mean. Illustrate the toy car coming to a stop sign, slowing down, but not stopping. Then demonstrate using races or relays that children who do not slow down when coming to the finish line have not come to a "full stop." Children should physically experience this so that they can feel the difference between slowing down and stopping completely. Now relate this to the school bus and how it feels when it comes to a "full stop." Emphasize the "full-stop" concept when children stop to board and also that they are not to leave their seats before exiting unless the bus has come to a "full stop." Students can role play being the bus....starting up, riding, slowing down, and "full stop."

7. Demonstration.[9] Take the children outside to the school bus loading area (using a school bus, if possible). Ask the children to demonstrate the procedures listed under Content for Discussion in this section.

8. Finding the Bus. During the first weeks of school, many young children have difficulty locating the right bus to take them home. To help them, ask the bus drivers to pass out cards with their bus number to kindergarten and first graders as they leave the bus on the first day. Have the children make a tag and write the bus number on it. The child can wear the tag every day for a week or so. This way older children, bus monitors, or teachers can help the child locate his bus easily.

What do these picture stories say?

1

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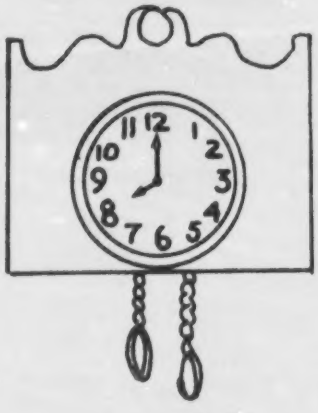

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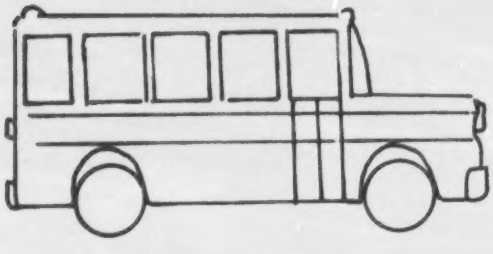

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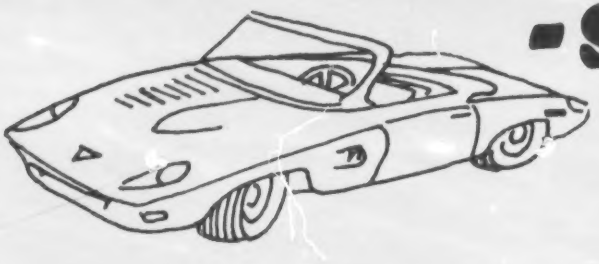

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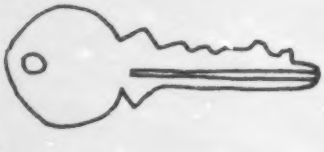

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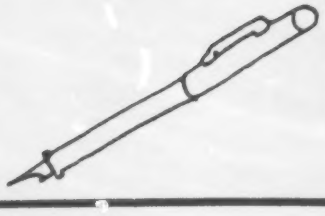


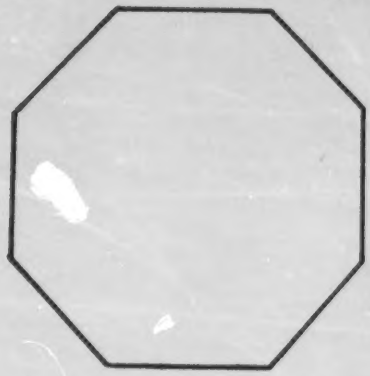
A. R R

B. ONE WAY

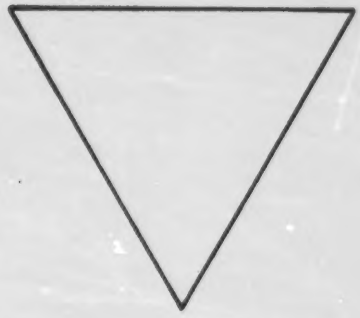
C. SPEED 40 km/h

D. STOP

E. YIELD

1. 

2.

3. 

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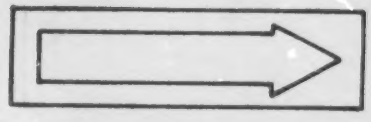
5. 

Match the words to the right sign.

SCHOOL BUS SAFETY--LEVEL A

CONCEPT II: ENTERING AND LEAVING THE BUS

OBJECTIVE:

After experiencing related learning activities, the child will be able to explain and demonstrate the safe procedures for entering and exiting from a school bus.

CONTENT FOR DISCUSSION:

Entering. When entering the school bus the children should:

1. Line up when the bus arrives with the younger children in the front.
2. Step up to the bus only after it has completely stopped and the door has opened.
3. Cross the road safely when it is necessary to cross the road to board the bus. One should follow these steps:
   a. Wait until the bus has completely stopped.
   b. Look both ways making sure all vehicles have stopped.
   c. Then walk, do not run across the road.
   d. Cross 4 meters (12 feet) or at least 15 steps in front of the bus in full view of the driver.
4. Do not push or shove while waiting to board the bus and leave a space between each child.
5. Hold the handrail when stepping up because it is easy to lose one's balance carrying books, etc.
6. Take a seat as quickly as possible.

Exiting. Most school bus-related accidents resulting in injury or death occur when going to or from the school bus. The combined factors of a stopped vehicle on the road and a pedestrian make exiting the school bus

especially dangerous. Children can be injured when exiting at school as well as at the bus stop. The following safety steps can reduce chances of injury.

1. Remain seated until the bus has stopped completely.
2. Those in the front should be allowed to get off first. Walk in a single file.
3. Use the handrail when stepping off and move quickly away from the bus. Children have been crushed under the wheels of the bus when they have fallen near the steps.
4. If something is dropped, wait until the bus has moved completely away before trying to get it.
5. If it is necessary to cross the street when leaving the bus, these steps should be followed.
   a. Tell the bus driver that you're crossing.
   b. Take 15 steps up in front of the bus before starting to cross because the driver cannot see the road directly in front of the bus.
   c. Check for traffic. Cars are required by law to stop when a school bus is unloading on the road, but it is up to the student to make sure there is no traffic.
   d. Walk, do not run.

ACTIVITIES:

1. Bulletin Board.[1] Draw an outline of a school bus on a large piece of construction paper. Include windows, tires, etc. Ask the children to color the bus with orange crayons and cut out the windows. Have the children draw their own faces and then cut them out of a piece of manila paper or use their school pictures. Glue the faces to the open windows. Mount the bus on the bulletin board. The following headings can be used:

   Riding Along--The Bus and Us---All Aboard.

2. Poem.[1]

Riding on the Bus

Lined up for the bus, I should not push or shove,
Perhaps a child could fall from the steps above.
I climb the steps one step at a time,
Always remembering to keep in a straight line.
I go directly to my seat,
Even though my friends I'd like to meet.
I look out the window at the sky so blue,
Reaching out with my hand is not the thing to do.
Lunches and books are placed so they won't fall,
Garbage in the aisles is a menace to us all.
At all times I must stay in my seat,
So when the bus does move, I'll not fall off my feet.

3. Remember?[1] Place several pictures along a chalk ledge showing entering, riding, and exiting from a school bus. Ask one child to leave the room while another child takes down one of the pictures. Then have the first child return to the room and ask him which picture was taken down. Ask the children to tell about what was on the picture.

4. Handrail Discussion.[1] Ask the children why handrails are necessary on a bus. Then discuss with them why it is necessary for children to use them when entering or exiting from the bus.

5. Entering and Exiting.[1] Make copies of Masters for Reproduction #3 and #4, pages 169 and 170, and use on overhead projector or make dittos for the children. Discuss the correct procedures for entering and exiting from the school bus with the children and then let them color the ditto. Set chairs in two columns with an aisle in the center. Allow children to dramatize entering and exiting the bus.

6. Bring a School Bus to School. Have a school bus brought to school or make arrangements to use the activity bus. Let the children get

on the bus, sit down and look around. Discuss with the children the correct way to get on and off the bus. Then let the children practice entering and exiting.

7. Emergency Exiting. Discuss these questions with the children.
   a. What is an emergency?
   b. What would be some emergencies that might happen while you're riding the school bus? (Getting stuck on rainy or snowy days, the bus running into something, or something running into the bus.)
   c. If everyone had to get off the bus because of an emergency, how would you get off? (Listen to the bus driver and follow his directions, be calm and wait your turn, no pushing or shoving, follow the older children.)

Entering the Bus

Exiting the Bus

SCHOOL BUS SAFETY--LEVEL A

CONCEPT III: PASSENGER BEHAVIOR ON THE SCHOOL BUS

OBJECTIVE:

After experiencing appropriate learning experiences, the child will be able to demonstrate proper behaviors on a school bus.

CONTENT FOR DISCUSSION:

The passenger on the school bus plays an important part in bus safety. The driver's ability to drive safely depends on each passenger's cooperation. The passenger can help the driver by:

1. Taking a seat immediately after boarding and remaining seated throughout the trip. If all the seats are filled the passenger should give his books to someone who is seated to hold, face the front of the bus and hold onto the backs of two seats. The passenger should not stand in the door well.
2. Keeping feet, books, and other belongings out of the aisle.
3. Keeping the bus clean. Don't eat or drink on the bus. Scraps of food and paper make the aisle slippery.
4. Not damaging the bus equipment. When damage is noted, report it to the driver so that it can be fixed.
5. Not blocking or moving mirrors. Do not block the view of the bus driver.
6. Keeping head and arms inside the bus. Low-hanging branches and sudden stops can cause injury.
7. Talking quietly to bus friends. Loud talking and laughter cause the driver to be distracted. Pushing, screaming, and scuffing is very dangerous since it can cause the driver's attention to be suddenly diverted from the road.
8. Not talking to the driver while he is driving except in case of an emergency. One should be especially quiet at railroad crossings in order to help the driver listen for trains.

9. Not playing with the emergency door. The door could come open and cause someone to fall out.
10. Staying in one's seat until the bus has stopped completely.

ACTIVITIES:

1. Here's How We Ride the School Bus.[2] Using Masters for Reproduction #5-#8, pages 174- 177, discuss the following questions with the children: What is happening in each picture? Are the children behaving safely? If not, what could happen? Why is it important for the children to act safely around and on the bus? After the discussion, make copies of the sheets for the children to use as a coloring book.

2. Original Bus Books.[1] Let the children create picture stories about their experiences on school buses. Make one copy of Masters for Reproduction #9, 10, and 11, pages 178- 180, for each child. Let them illustrate whatever experiences they would like on each of the Masters. Have the children cut out the bus shapes, staple them together and make bus-shaped covers for their booklets.

3. Storytelling.[1] Have the children sit in a circle on the floor. Ask them to make up a story about a school bus. The first child to start may tell how a bus starts up in the morning, who starts it, what the condition of the interior is (clean, etc.), etc. Have each child contribute a segment to the story of getting the school bus started, picking up children at the bus stops, and their arrival at school.

4. Interviewing the School Bus Driver.[1] Ask the children to interview their school bus driver and gather the following information:

   Name
   How many children does he/she pick up each day?
   How long does his route take him in hours/kilometers?
   How can they help him to make the job easier for him/her?

5. Are You a Good Passenger? Choose one child to be the bus driver. Let the other children be passengers. Divide the passengers into two groups. Ask one group to demonstrate good bus-riding habits. Then let the "bus driver" tell how the two groups' behaviors affected him. Ask the class how they think they should act on the school bus.

6. Tell the Story.[1] Make a copy of Master for Reproduction #12, page 181, for each child. Ask the child to study the four illustrations and write the story that should go with each illustration below it. Then let the children color the pictures.

7. Make a School Bus.[2] At the end of the bus unit let each child make a school bus to take home. Each child will need a shoe box and a smaller box. Discard both lids. Turn the boxes upside down and cover them with orange construction paper. Glue or staple the smaller box to one end of the big one. Glue on cardboard wheels. Add details.

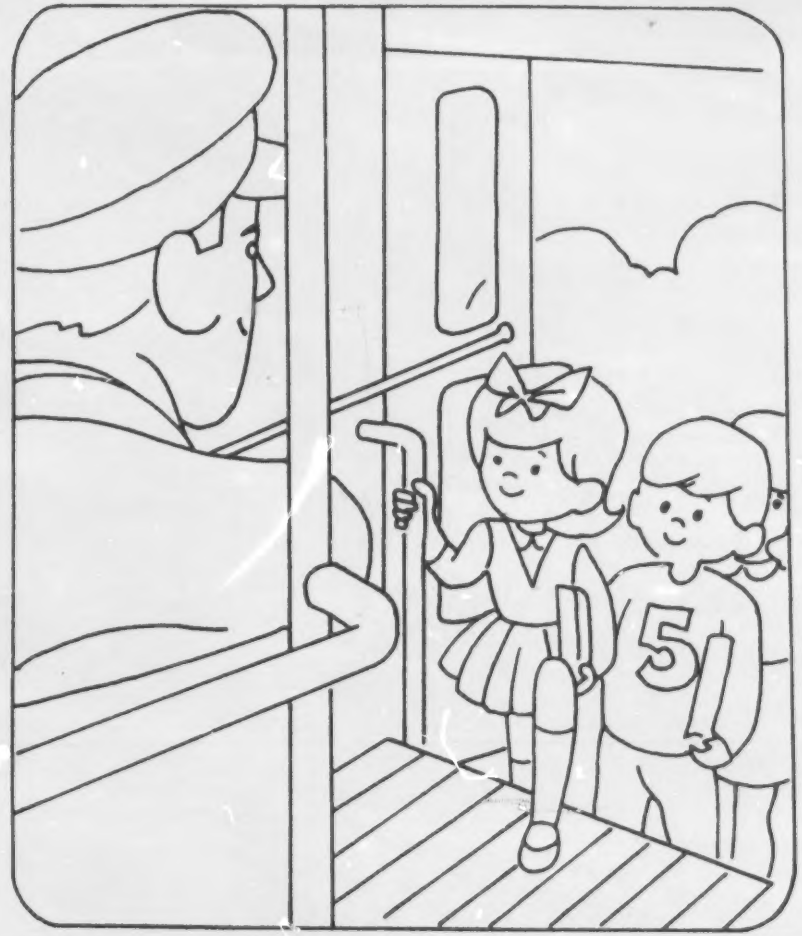
8. Supplementary Activities:

   Bus Sentences, page 185.
   Poems & Songs, pages 187-188.
   Games, pages 189-191.

HERE'S HOW WE RIDE THE SCHOOL BUS

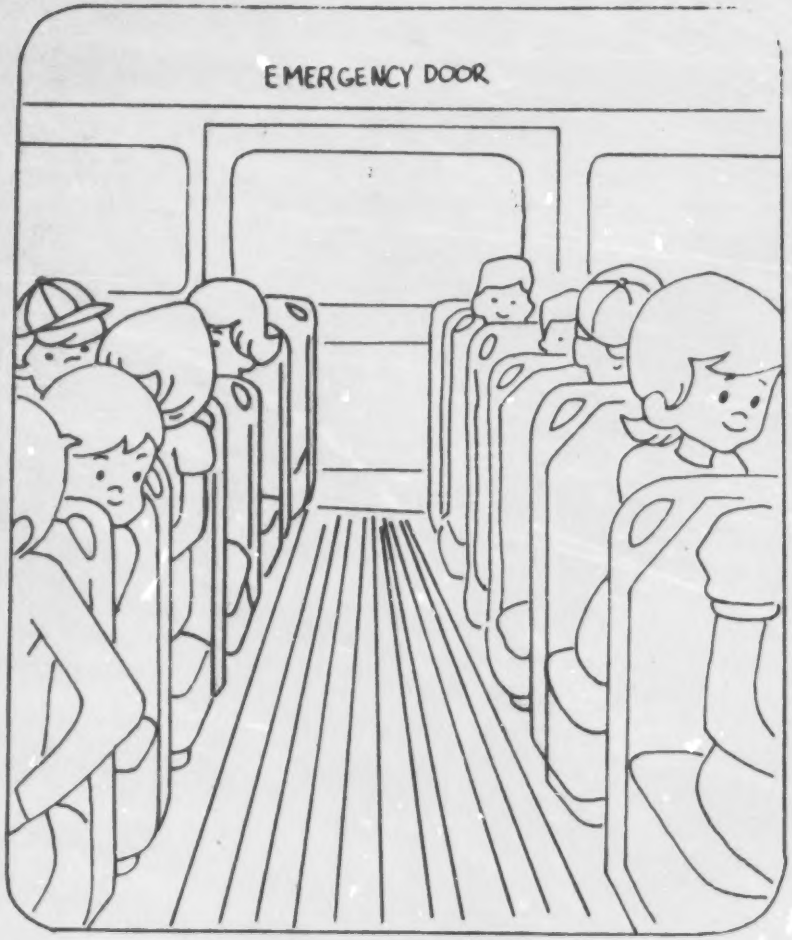
We get to the school bus stop on time. We wait on the sidewalk or shoulder.

1



We get on the bus in single file without crowding and pushing. We always hold on to the handrail.

2

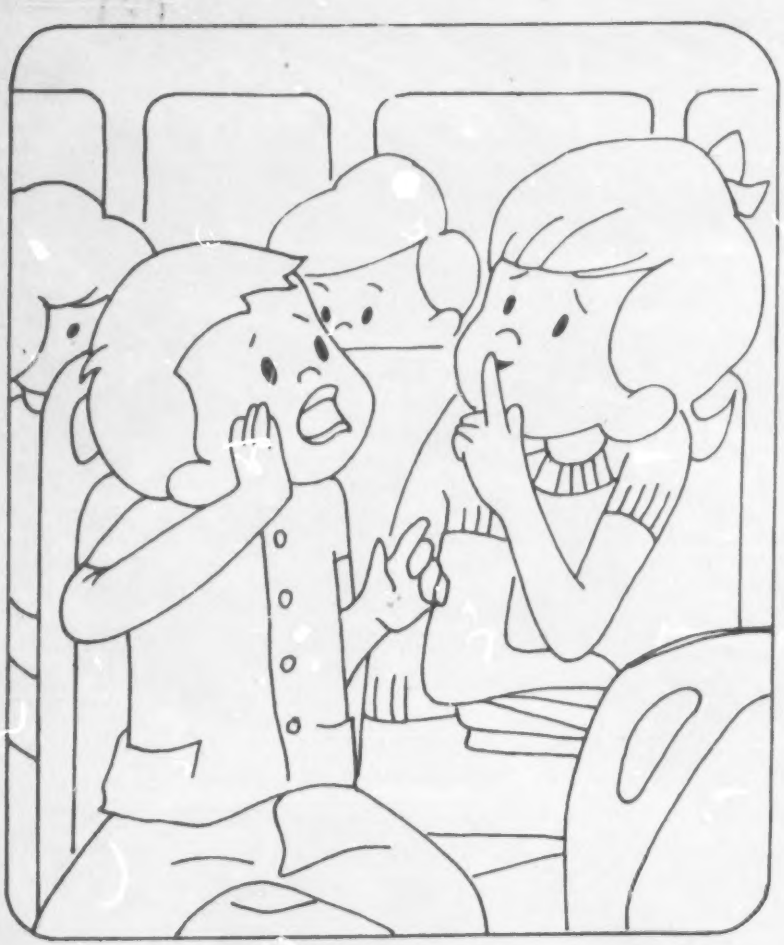


We keep the aisle clear of feet, books, lunch boxes and musical instruments.

3

We sit down right away. If we must stand up because there are no seats, we hold on tightly.

4



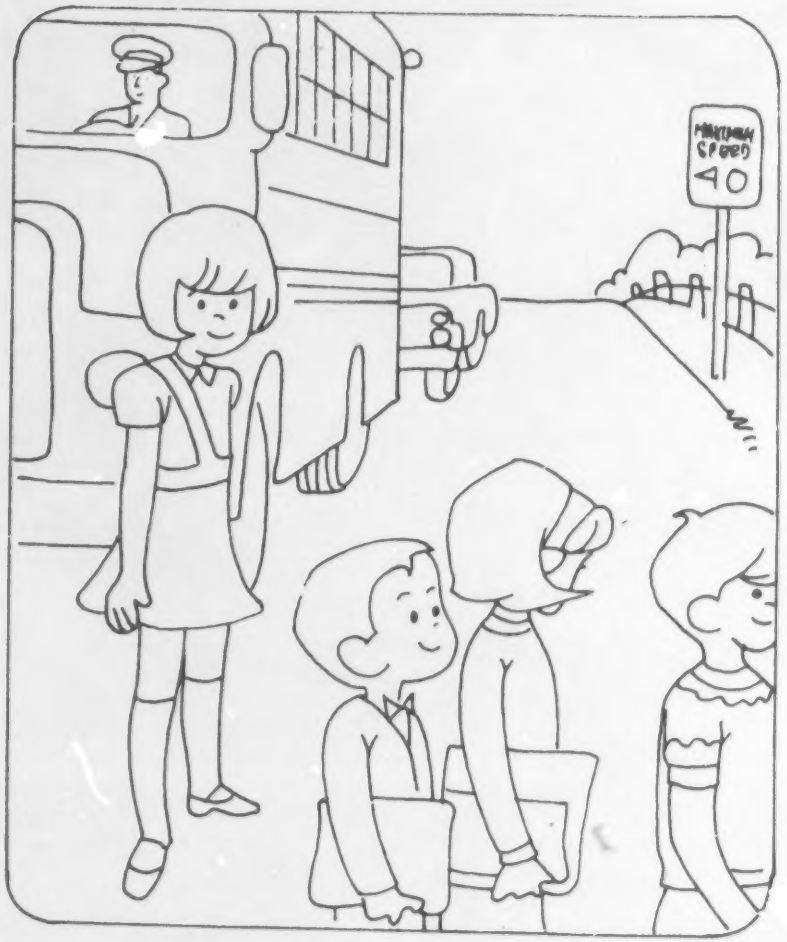
We are quiet all the time so the bus driver can hear the horns of cars and trucks. We are especially quiet at railway crossings.

5

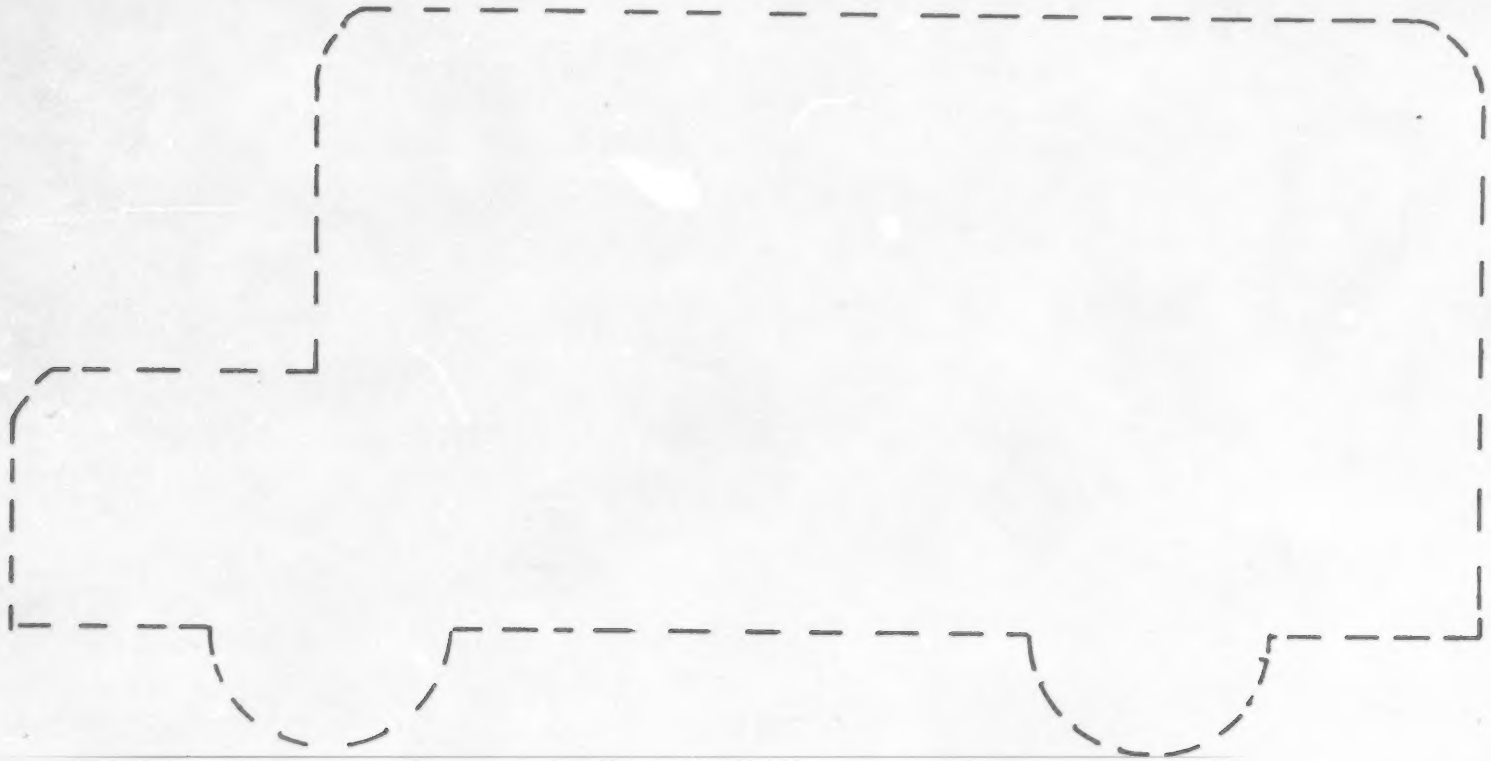
We always ask the bus driver's permission before we oper a window. We never put our heads or arms out of the window

6

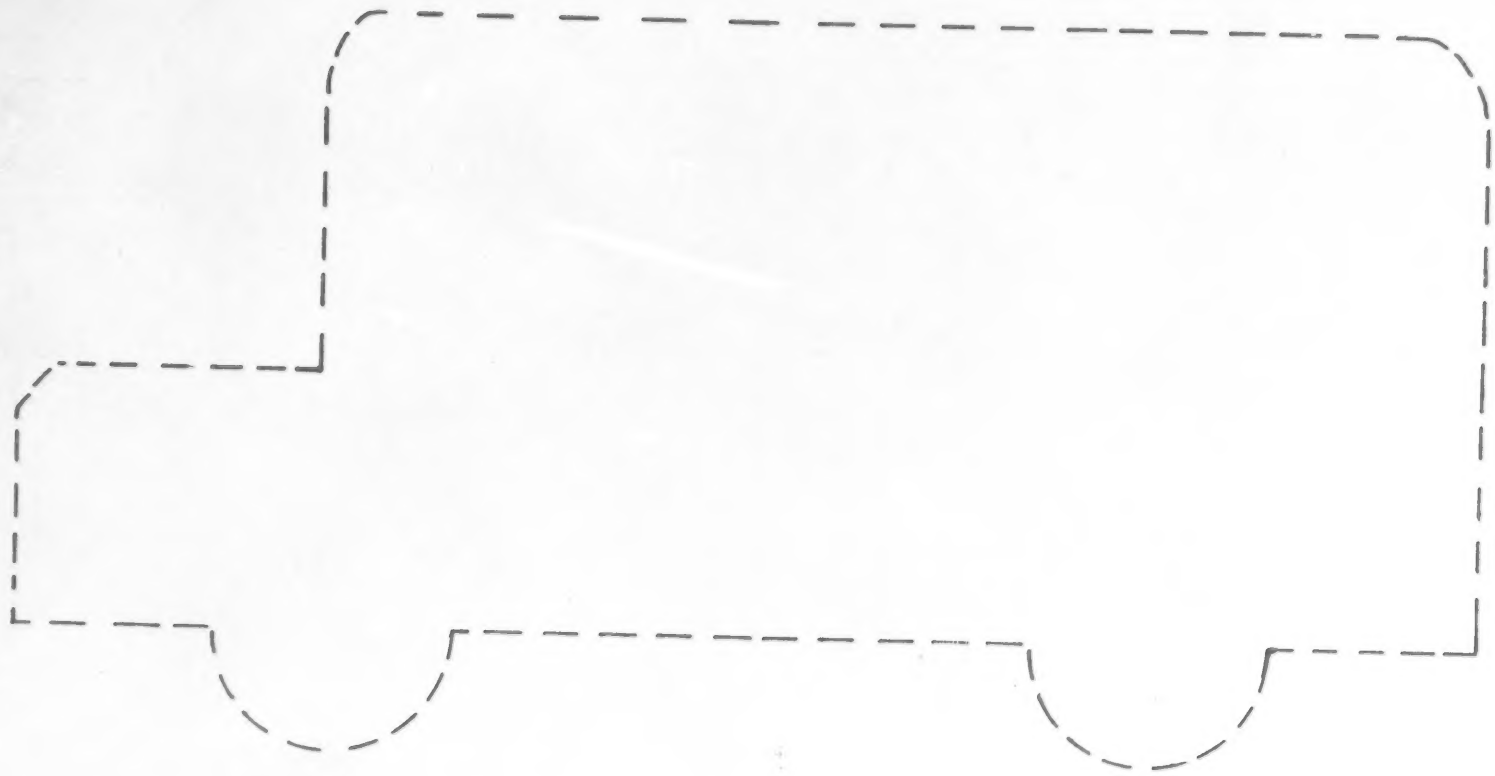
We never throw things in the bus or out of the bus window.



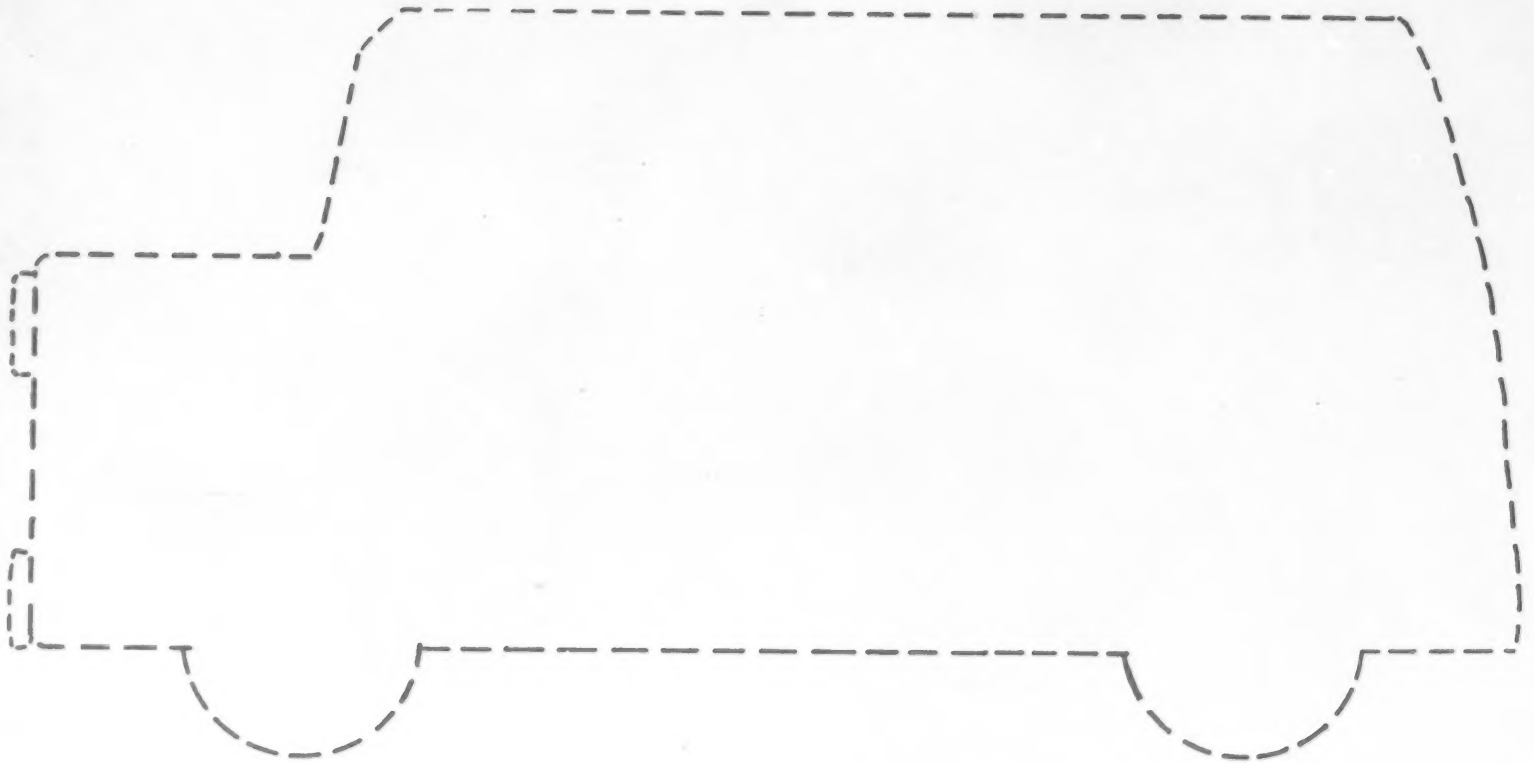
We are very careful when we leave the bus. We look both ways before we cross the road. If there are school bus safety patrols we obey them.



This is my school bus.



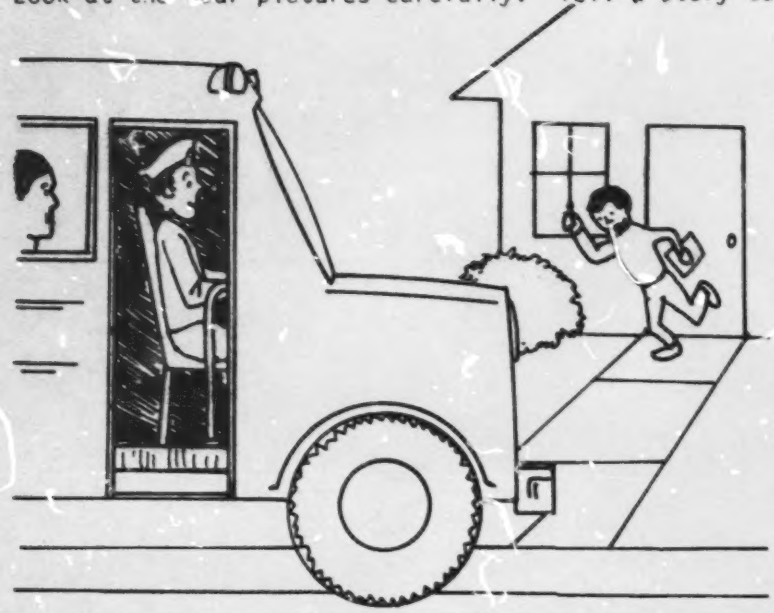
This is my school bus driver.

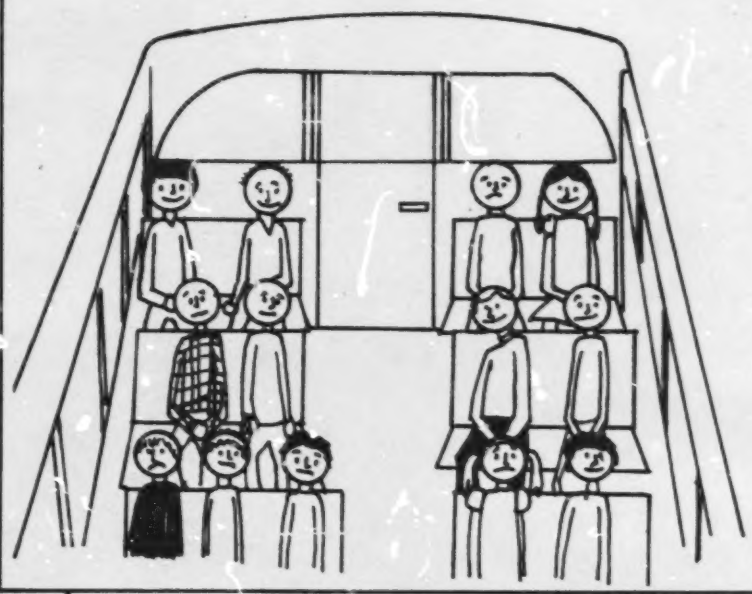


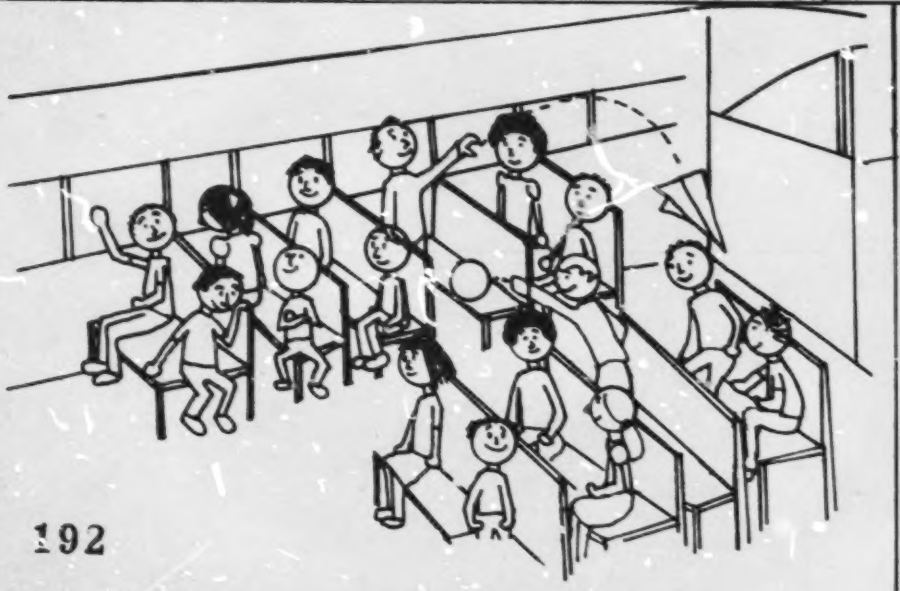
I stay in my seat on the bus.

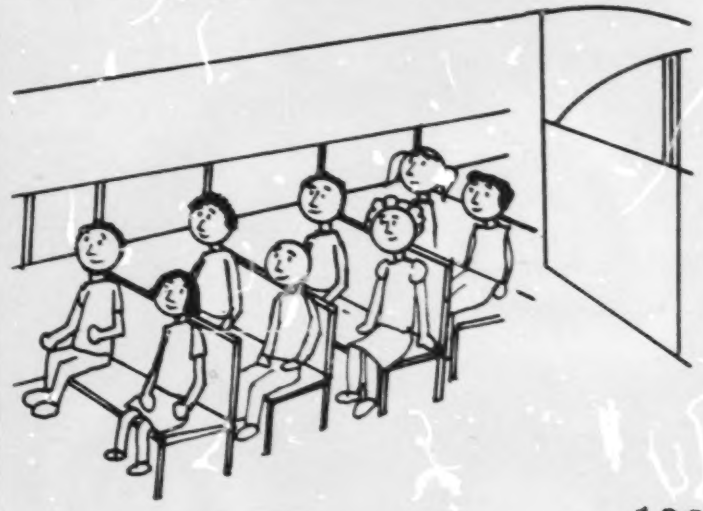
Tell the Story

Look at the four pictures carefully. Tell a story to go with the pictures. Then color the pictures.









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SUPPLEMENTARY SONGS, POEMS, AND ACTIVITIES

Bus Sentences

Make a when it is the right thing to do. Make a when it is not the right thing to do.

1. Be at the bus stop on time._____
2. Older children should get on the bus first._____
3. Wait in an orderly line in a safe place off the road.

   _____
4. Wave out the window to all of your friends._____
5. Shout to your friends on the bus so you can be heard.

   _____
6. Put your books in the aisle of the bus._____
7. Watch your step as you enter and leave the bus._____
8. Use the handrail as you enter and leave the bus._____
9. Throw all trash under your seat._____
10. Remain in your seat until the bus stops before getting ready to leave the bus._____

ANSWER SHEET

Bus Sentences

Make a when it is the right thing to do. Make a when it is not the right thing to do.

1. Be at the bus stop on time.
2. Older children should get on the bus first.
3. Wait in an orderly line in a safe place off the road.
4. Wave out the window to all of your friends.
5. Shout to your friends on the bus so you can be heard.
6. Put your books in the aisle of the bus.
7. Watch your step as you enter and leave the bus.
8. Use the handrail as you enter and leave the bus.
9. Throw all trash under your seat.
10. Remain in your seat until the bus stops before getting ready to leave the bus.

Poems and Songs

Riding the Bus

Every morning when I look out
Coming carefully down the street,
I see the yellow school bus
That I am going to meet.

At the bus stop while we wait
My friends get in a line
So we can board out school bus
And get to school on time.

We quietly go to our seats
And stay there while we ride,
And always keep our heads and arms
Carefully tucked inside.

Finally when we reach the school
We leave in single file.
And never push and shove our friends
Who're waiting in the aisle.

We know we'll use our safety rules
Whenever we ride the bus.
So tomorrow when you ride the bus
Remember these rules from us.

Safety Committee

The Bus

(Tune - "Farmer in the Dell")

Be quiet on the bus,
Be quiet on the bus.
Sit still and be real quiet
While riding on the bus.

Keep your arms in the bus,
Your arms in the bus.
To keep from being injured
Keep your arms in the bus.

Safety Committee

School Bus

(Tune - "The Mulberry Bush")

This is the way we come to school,
Come to school, come to school,
This is the way we come to school,
So early in the morning.
(Make actions to show the right
way to go to school such as
looking both ways, walking, and
hand signals for bicycle riders.)

Humpty's Mistake

Humpty Dumpty stood in a bus.
All the children made quite a fuss.
Humpty fell as they knew he would,
For he didn't follow the rules he should.

Safety Committee

Games

Bus, Bus, Your Horn Is Gone

Make a bus using chairs. Choose a bus driver who hides his eyes while another child is appointed to take the horn from the bus. This child blows the horn and hides it at his desk. If the driver guesses who blew the horn correctly, the child with the horn can become the new bus driver if he can tell the class a Bus Safety Rule. The old driver points to the next horn taker.

Yarn Ball Game

Have a leader of the group or the teacher stand in front of the class. As the leader tosses the yarn ball, he gives a "clue" to a safety rule. The child that he tosses the ball to responds with the appropriate safety rule. As an example, the leader says, "Seat," as he tosses the ball to Joe. Joe then replies, "Always stay in your seat while riding the bus." He then tosses the ball back to the leader.

Other safety clues that may be given are: quiet, arms, aisle, books, driver, windows, etc.

Team Game

Divide the class into two teams. Give each team a list of safety words. Team one acts out or describes one word allowing team two time enough to recognize the word. Team one gets a point each time team two identifies the word. Then team two describes its words to team one. The team scoring the larger number of points wins. (Examples: stop, bus, etc.)

School Bus Game

Chairs might be arranged to resemble the seats on the bus. With this setting, pupils can act out various ways, right and wrong, of waiting for the bus, boarding the bus, following safe procedures when riding on the bus and when getting off it.

Safety Game

Divide the class into two teams. One team decides upon a safety rule for riding on the bus to act out. As they approach the other team they chant, "Beep, beep, the bus comes down the street." The other team asks, "Where are you from?" Team one replies, "Safety town is where we're from. Guess our rule and run, run, run."

When the safety rule has been guessed, the guessers run after the other team to a designated base. Those caught remain with the team that captured them. The original team that ends up with all of the class is the winner.

Jump Rope Rhymes

Down in the meadow
Where the bus goes slow
There sat Mary on the very first row.
She sang, she sang, she sang so loud.
The driver and children were not very proud.

Cinderella dressed in brown
Got on a bus and went downtown
She talked too much and driver did frown
So she had to get out and walk downtown.

--Joyce Buckner

Riddles

1. I carry many people from place to place,
   Always riding along at a very safe pace.
   What am I?
   Answer: bus.
2. Many seats are found inside.
   Each day I come to give you a ride.
   Who am I?
   Answer: bus.

3. I am big and have four wheels.
When riding on me you never hear squeals.
What am I?
Answer: bus.

4. I am what the driver uses to guide.
So that we will have a very safe ride.
What am I?
Answer: steering wheel.

5. I go round and round
When the driver takes me to town.
What am I?
Answer: tires or wheels.

6. I go back and forth on a rainy day
So the driver can go a very safe way.
What am I?
Answer: windshield wiper.

7. I am the person who takes you there
On days of rain and days so fair.
Who am I?
Answer: driver.

8. I am a person who follows the rules
As the bus takes me to school.
Who am I?
Answer: passenger.

9. Up, up, I go,
Climb up on me very slow.
What am I?
Answer: the steps.

10. I am the way you can see the places.
You never put out your arms or faces.
What am I?
Answer: window.

RESOURCE LIST

ORGANIZATIONS

Aetna Casualty and Surety Company, Driver Education Services, 151 Farmington Avenue, Hartford, Connecticut 06115.

Allstate Insurance Company, 7770 Frontage Road, Skokie, Illinois 60076.

American Automobile Association, 1712 G Street NW., Washington, D. C. 20006.

American Automobile Association-North Carolina, Carolina Motor Club, Inc., 701-3 South Tryon St., P.O. Box 60, Charlotte, North Carolina 28202.

Bicycle Manufacturer's Association of America, 1101 15th Street NW., Suite 304, Washington, D.C. 20005.

National Bicycle Dealers Association, 29025 Euclid Avenue, Wickliffe, Ohio 44092.

National Education Association, American Association for Health, Physical Education and Recreation, 1201 16th Street NW., Washington, D. C. 20036.

National 4-H Service Committee, Inc., Program Services, 150 North Wacker Drive, Chicago, Illinois 60606.

National Safety Council, 425 North Michigan Avenue, Chicago, Illinois 60611.

North Carolina Department of Motor Vehicles, Traffic Safety Education Division, 1100 New Bern Avenue, Raleigh, North Carolina 27611.

North Carolina Department of Public Instruction, Education Building, Raleigh, North Carolina 27611.

North Carolina Department of Transportation, Bicycle Coordinator, P.O. Box 25201, Raleigh, North Carolina 27611 (for bikeways information).

North Carolina State University, Agricultural Extension Service, Department of Agricultural Information, Box 5037, Raleigh North Carolina 27607.

Schwinn Bicycle Company, 1856 Kastner Avenue, Chicago, Illinois 60635.

University of North Carolina at Chapel Hill, Highway Safety Research Center, Craige Trailer Park, Chapel Hill, North Carolina 27514.

The Wheelmen, 6239 Anauista, Flint, Michigan 48507.

RESOURCE LIST - SCHOOL BUS SAFETY

FILMS

Bus Driver's Helpers. (1968, 16 mm, color, 10 min.) Explains proper school bus conduct to elementary pupils. Available for purchase from AIMS Instructional Media Services, Inc., P.O. Box 1010, Hollywood, California 90028.

How To Board a School Bus. (1969, 16 mm, b&w, 9 1/2 min.) Aimed at the primary child, film outlines safety features for children who ride the school bus from their rural homes to school. Available from New Zealand National Film Unit, Darlington Road, Wellington 3, New Zealand.

Riding Your School Bus. (1973, 16 mm, color, 9 min.) Children are shown using safety practices on the way to their bus stop, while getting on and off the bus, and during the bus ride. Available from Virginia Department of Education, Film Production Service, P.O. Box 60, Richmond, Virginia 23216.

School Bus Patrol. (1963, 16 mm, color & b&w, 14 1/2 min.) Shows how a school bus patrol operates. Available for purchase or loan from American Automobile Association Foundation for Traffic Safety, 1712 G Street, NW., Washington, D.C. 20006.

School Bus Safety With Strings Attached. (1964, 16 mm, b&w, 18 min.) Using folding chairs and student volunteers, the narrator creates a hilarious school bus ride to demonstrate the rules of passenger safety and etiquette. Available for purchase from National Safety Council, 425 North Michigan Avenue, Chicago, Illinois 60611. Stock No. 278.13.

FILMSTRIPS

Get 'em Out Safely. (1972, 2x2 slides, with script, color, 30 slides) Gives bus drivers step-by-step pointers concerning major aspects of emergency evacuation, including prior planning and dry-run drills for school children. Available from National Safety Council, 425 North Michigan Avenue, Chicago, Illinois 60611.

School Bus Safety - Loading and Unloading. (1972, 2x2 slides, color, script, 30 slides) Points out the special hazards inherent in transporting youngsters and reviews safe procedures designed to avert those dangers. Available from the National Safety Council, 425 North Michigan Avenue, Chicago, Illinois 60611.

BOOKS FOR TEACHERS

American Automobile Association. School Transportation--A Guide for Supervisors. How to organize and administer a school bus safety program; 64 pages. American Automobile Association, Carolina Motor Club, 701-3 South Tryon Street, P.O. Box 60, Charlotte, North Carolina.

American Automobile Association. Teacher's Triptik. Your guide for the traffic safety program; for grades 1-9. American Automobile Association, Carolina Motor Club, 701-3 South Tryon Street, P.O. Box 60, Charlotte, North Carolina.

BOOKS FOR CHILDREN

Beim, Jerrold. Andy and the School Bus.

Conkling, Fleur. The Bingity Bangity School Bus.

Fine, Aaron. The School Bus Picnic.

Schave, C. R. Stop-Look-Listen.

BOOKLETS, LEAFLETS, AND MAGAZINES

Bus Safety. Instructor. August/September, 1972, pp. 112, 113.

Here Comes the School Bus. 12 basic rules for children who ride school buses. National Safety Council, 425 North Michigan Avenue, Chicago, Illinois 60611.

Join the School Bus Safety Team. 16 pages. Channing L. Bete, Inc., 45 Federal Street, Greenfield, Massachusetts 01301.

School Bus Patrol. (Student participation in safe operation of school buses.) American Automobile Association, Carolina Motor Club, 701-3 South Tryon Street, P.O. Box 60, Charlotte, North Carolina.

School Bus Patrols. Organization and recommended procedures for emergency situations. American Automobile Association, Carolina Motor Club, 701-3 South Tryon Street, P.O. Box 60, Charlotte, North Carolina.

Tips for Safe School Bus Riding. (Cards, free.) American Automobile Association, Carolina Motor Club, 701-3 South Tryon Street, P.O. Box 60, Charlotte, North Carolina

SONGS

Ginn and Company. Singing On Our Way - "The Bus."

Ginn and Company. The Kindergarten Book - "In a Bus We Come," "Who Will Ride the Bus."

TRANSPARENCIES

Problem Solving in Everyday Safety. A transparency set covering school bus, pedestrian, and automobile safety. John Wiley & Sons, Inc., Publishers, 605 Third Avenue, New York, N.Y. 10016.

INSTRUCTIONAL MATERIALS

How Do You Go To School? (Bus Safety). Instructive Devices, Inc., Pawtucket, Rhode Island 02860.
Packet includes:
1 - 35 mm filmstrip
1 - sing-a-long cassette
30 - cartoon booklets
1 - LP record
1 - talk-a-long cassette
12 - safety posters
Teaching Guide
This program covers 22 important rules for school bus safety in song, verse, and narration.

School Bus Safety Set No. 104. Walt Disney Study Prints, Walt Disney Films, 545 Cedar Lane, Teaneck, New Jersey 60068. (A series of nine study prints. Each print contains teaching aids and suggested activites printed on the back.)

PASSENGER SAFETY

Level A

PASSENGER SAFETY UNIT--LEVEL A

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PASSENGER SAFETY--LEVEL A

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PASSENGER SAFETY

INTRODUCTION

How many times a day do your students perform the simple act of opening a car door? It's a simple task--one which should be accompanied by a few simple safety habits. These habits can form the foundation for life-long concern for the safety of themselves and others in vehicles. This unit is designed so that you may help your students develop safety habits.

One of the most important elements in passenger safety is the use of the safety belt. Countless governmental, private, and university studies have proven that safety belts could save approximately 8,000 lives a year, one-third of severe injuries, and innumerable minor injuries.

A report from the Traffic Conference Committee on Safety Belt usage, which met in April 1972, points out these interesting facts. In the District of Columbia, no belted occupant in a motor vehicle crash had been killed in more than 2 years. A Michigan study published in 1964 examined 79 deaths in auto crashes. It concluded that a minimum of 34 percent of the victims would have survived if a lap belt had been worn and another 11 percent would have survived with a shoulder/lap belt combination.

Safety belts should be worn at all times. Three of four accidents happen within 40 kilometers (25 miles) of home with many children being involved. Children as well as adults, who are passengers in cars, should always wear a safety belt, even if they have never been involved in an accident. Passengers, especially children, should always remember that when you get into a car, always take safety with you. And it is easy to take safety with you if you follow good safety practices like wearing your safety belts.

It is also the goal of this unit to teach good passenger behavior when entering, exiting, and riding in a car, and to aid in the development of the student's awareness of safety as a responsibility for others,

as well as for themselves. This unit is also presented so that the teacher can assist in this development of the skills that are necessary for the desired behavior in children as passengers in a car.

UNIT OBJECTIVES

1. To develop responsible and safe passenger behavior in the children while entering, leaving (exiting), and riding in an automobile (car) by:
   - -Informing the children as passengers in a car of the recommended procedures for entering, exiting, and riding in a car.
   - -Enabling the children to assess possible dangers and to form good habits to avoid or respond to those dangers.
2. To stress the importance of wearing safety belts by:
   - -Informing the children of the reasons for wearing safety belts: the safety lap belt and/or the safety lap/shoulder belt combination; and the types of safety belts.
   - -Enabling the children to identify and avoid hazardous activities while riding in a car by following the recommended procedures of safety belt usage.

PASSENGER SAFETY UNIT CHECKLIST FOR TEACHERS

This Passenger Safety Unit Checklist is provided for you as a guide to assist you in determining your children's knowledge in this content area about passenger safety practices.

1. Do the children open the door on the curbside only when getting into a car? Exiting?
2. Do they close the door securely and lock it? Why?
3. Do the children wear safety lap belts while riding in a car?
4. Can the children give reasons as to how wearing safety lap belts can help them while riding in a car?
5. Do the children know the two basic types of safety lap belts? Can they identify or describe each?
6. Can the children give reasons for safety belts being helpful to the driver?
7. Can they list precautions a passenger must observe to keep himself and others safe?
8. Do the children know why proper positioning and adjustment of a safety lap belt is important?
9. Do the children know what a safety lap/shoulder belt combination is?
10. Do they know children who measure under 140 centimeters (4'7") are not to wear the shoulder/lap belt combination?
11. Do they talk to the driver of the car while riding? Is this safe? Distract the driver?
12. Do the children keep their head, hands, and arms inside the car?
13. Do they avoid playing with the door handles or lock buttons?
14. Do they remain seated in the car until the car stops before exiting?

PASSENGER SAFETY--LEVEL A

CONCEPT I: ENTERING AND EXITING THE CAR SAFELY

OBJECTIVE:

After appropriate learning experiences, the child will be able to demonstrate the correct procedure for entering and exiting a car.

CONTENT FOR DISCUSSION:

Procedures for Entering a Car.[1] What are three things you should do before the car starts to be sure you won't be thrown, or fall, out of a car?

1. Open the car door on the curbside.
2. Be sure the door is closed securely and locked.
3. Fasten and adjust your safety belts.

Procedures for Exiting a Car.[1] When possible, always exit on the curbside of the car. If this is not practical, the following procedure should be followed:

1. Check street traffic from behind and to the side.
2. Open door slightly about 15 centimeters (6-8 inches) and check again.
3. When traffic is clear, open door far enough to exit and exit to the rear staying close to the side of the car, proceeding to the sidewalk from the rear of the car.

ACTIVITIES:

1. Look at Cars.[7] Take the children to the school's passenger loading and unloading zone. Ask them to watch the cars arriving at or leaving the school. Ask them if the passengers get on or off where it is safe to do so.
2. How Do You Enter a Car.[1] Make copies of Masters for Reproduction #1-3, pages 209- 211. Give each child a copy of Master #1. Tell them

that this is the first step in entering a car. Discuss how this is done. Then let them color the Master. Have them do the same thing for Masters #2 and #3, telling them that these are the second and third steps for entering a car.

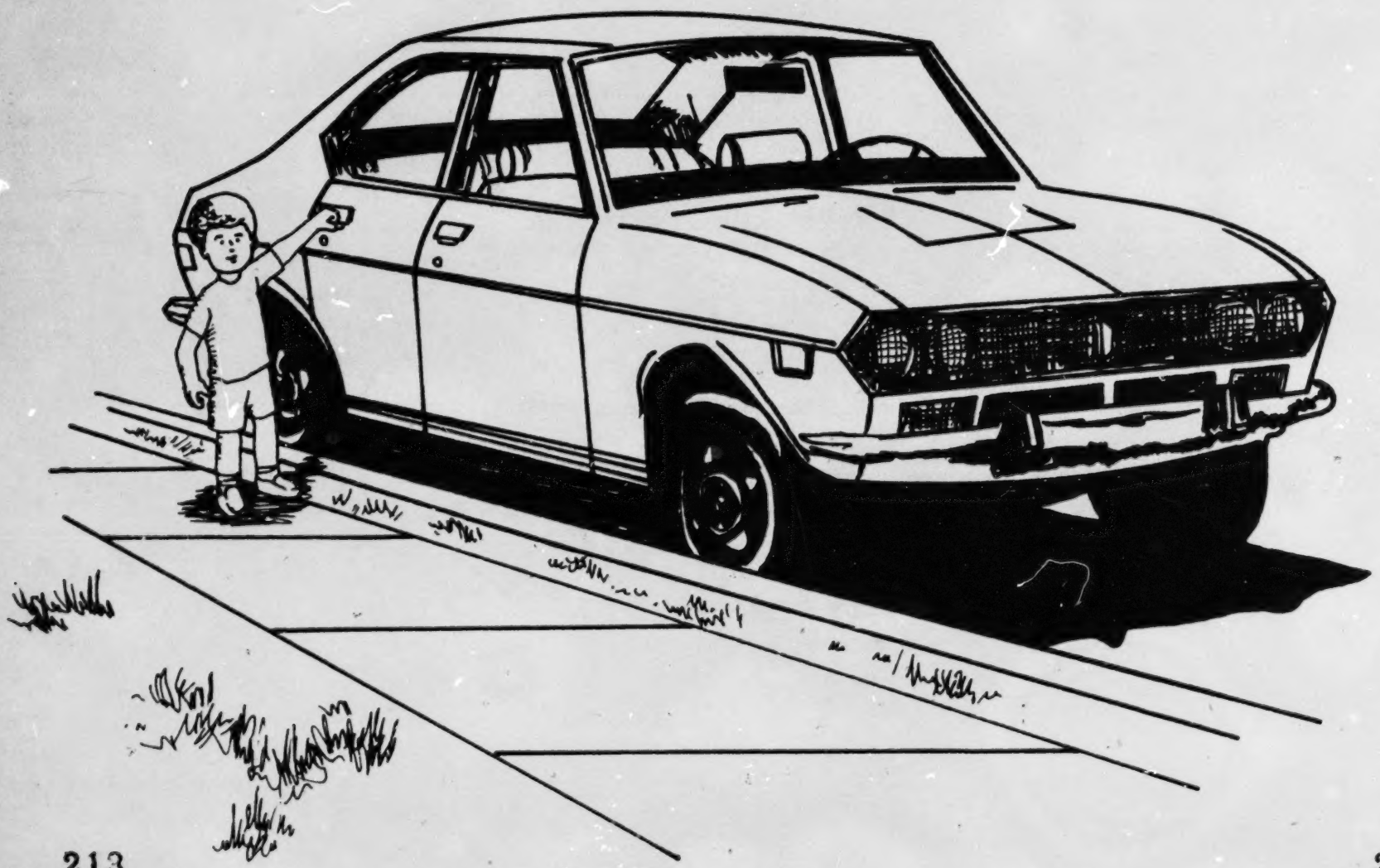
3. Demonstrate Procedures for Entering a Car.[1] Ask the children to tell what they do to prepare for a ride in a car. Then using classroom chairs as car seats, let the children demonstrate the steps involved in getting ready to ride in a car.

4. Exit from the Car.[1] Place four chairs together so as to form the shape of a car. Ask the children to dramatize the procedures for exiting from a car. Have the children discuss if a child made an error in exiting. Have the children decide what it was and how to change it.

5. Draw Yourself. Let the children draw pictures of themselves of entering and exiting a car. Then give each child a large piece of construction paper entitled, "This Is How I Get In and Out of a Car." Let them paste their pictures on the construction paper.

   Variation: Give them a cover for their pictures entitled, "This Is How I Get In and Out of a Car." Let them color the cover and staple their booklet together.

6. Try It Out.[9] Let the children practice the procedures for entering and exiting a car using a parents' or teacher's car parked at curbside. Let each child have at least one chance to go through the process. Ask the other children to watch to be sure that the sequence is followed correctly. Large play blocks may be used to make a car in the classroom. The children may dramatize entering and exiting.



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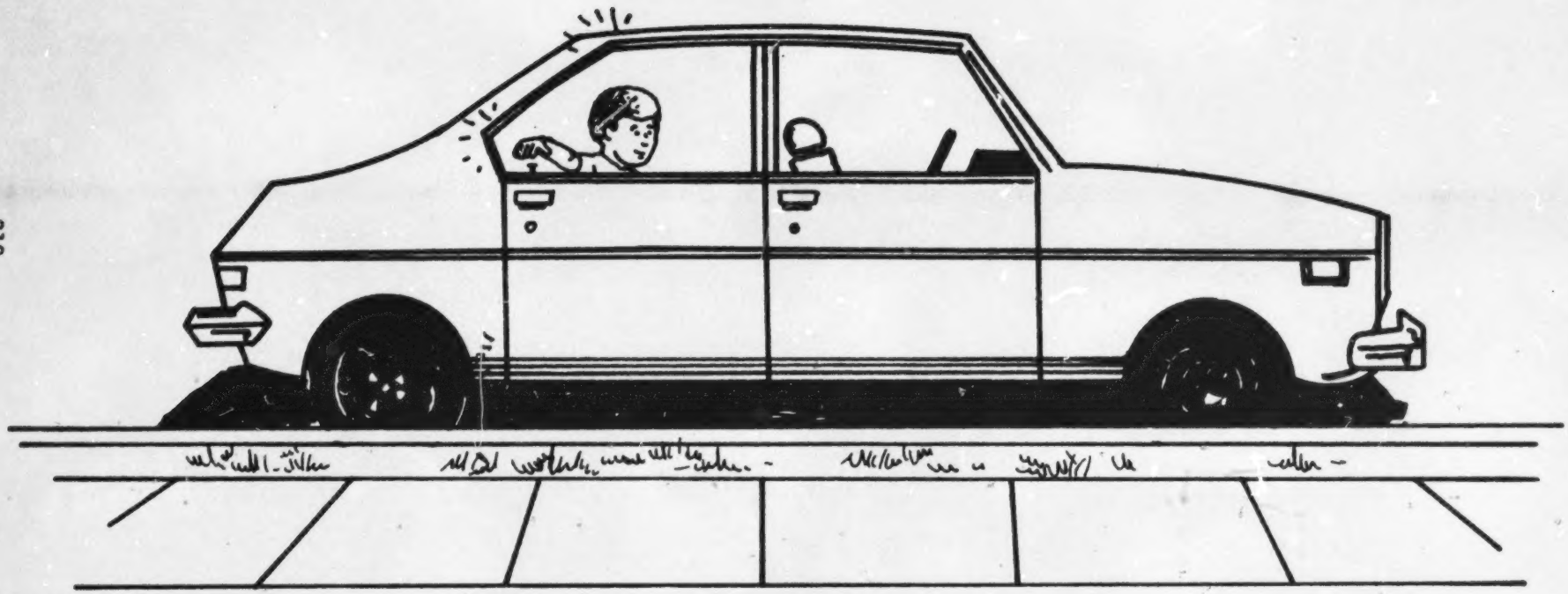

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PASSENGER SAFETY--LEVEL A

CONCEPT II: THE IMPORTANCE OF WEARING SAFETY BELTS

OBJECTIVE:

After a series of learning experiences, the child will be able to demonstrate the correct way to use a safety belt and tell one reason for wearing safety belts and one danger in not wearing them.

CONTENT FOR DISCUSSION:

Safety Belt Definition. A belt anchored to the car frame, which fastens around the hips of car passengers. It prevents the passenger from being thrown against parts of the interior of the car or from the car in the event of a collision (Tommorow's Drivers, Lyons & Carnahan).

Effects of Moving Vehicle on a Passenger.[1] When a car turns a corner fast, passengers are pulled toward the side of the car. When you lock your doors, you greatly decrease the possibility of being ejected because the doors have less chance of opening. Safety belts hold you in place to prevent you from falling out if the door happens to open. When a car starts rapidly, the passenger is pulled back into the seat. When a car stops suddenly, passengers will keep going until the dash or windshield stops them. Objects stored on the rear deck can fly like shrapnel when you have to make a sudden stop. Therefore, objects should be placed on the floor of the car.

Shoulder Harness.[1] Auto manufacturers recommend individuals should measure 140 centimeters (4'7") before using the shoulder harness. Therefore, for children in K-2, use of the shoulder harness restraint is Not recommended for the size of the children. The shoulder strap strikes them at neck or face level, not across the chest as it does with adults. Many late model cars have permanently attached shoulder/lap combination belts in the front seats. Small children should not attempt to use these belts. They should sit in the back seats and wear a lap belt only, or put their arm through the shoulder strap.

ACTIVITIES:

1. Read Aloud Story - "A New Look for an Old Car."[1] To introduce the wearing of safety belts to the children, read "A New Look for an Old Car" to the children. Discuss what safety belts are and why they are used. Then let the children draw a picture of the old car and the little old man.

A New Look for an Old Car

Out in the country in a driveway sat an old car. Its paint was cracked, and bits and pieces of it's chrome were scratched and dull so that one could tell it was many years old. Everyday the little old man who owned the car would drive it out of the garage and park it on the driveway in the morning and put the car back into the garage at night. Now and then the man would take the car out for a drive. He might go for a ride further into the country or all the way to the city to buy groceries.

"Nothing exciting ever happens to me," said the old car. How sad he felt as he passed all the new shiny cars on the way to the city. "Why can't something happen to make me feel happy and like new again?" But nothing new or exciting happened to him.

One day the little old man pulled the car out of the garage and started off for the city. The old man stopped the car, got out, and went inside a store. After a while the old man came out of the store with a smile on his face. "Something new, something new," he mumbled. He then started the old car's engine and drove into the garage at the side of the store. A man walked to the car with a box under his arm. He opened the car doors, set the box on the floor of the car, and got some tools. He took something black with metal out of the box and used his tools to attach the black strip with metal to the car. "Wow, I wonder what is happening?" said the old car. "All finished," said the garageman, "now you're

ready to go." "Thank you, sir, for putting the ----uh----uh----" "Safety belt?" said the garageman. "Yes, safety belt," said the old man, "and thank you for doing a fine job."

The old man got into the car and tried getting the straps around him the correct way. But before he had a chance to figure it out, the garageman came out and said, "Sorry, sir, I forgot to show you how to use your safety belt." The repairman showed the old man how to pull the two straps toward the front of himself and how to snap them in place. "That's just fine, but how will I get back out of this when I get home?" "You just pull the lever and release the two belts." "Thanks again," said the old man as he snapped the safety belt into place and drove off. How delighted the little old car felt. It has something new and useful.

As the little old man was driving back to his home, he suddenly saw a large something in the middle of the road. After a good look at the object, he realized it was a huge rock. He knew that if he kept going straight on the highway his car would hit the rock and might turn over. The little old man had no other choice but to swerve off to the side of the road so that his car would not hit the rock. He put his foot on the brake as he turned the car wheels to get off the side of the road. The car bounced and jiggled as it hit the many bumps on its way off. Soon the car came to a stop. The old man just sat in the car and caught his breath. He then realized that if he didn't have a safety belt on he could have been seriously hurt. It was a wise decision to get the safety belt. The safety belt kept him in his position behind the wheel, and yet he could still keep driving when his car was swerving.

"Those safety belts are really important, and I am surely going to wear them whenever I drive the car."

As the car pulled into the driveway, the man thought again--"Those safety belts really are grand. They not only kept me from getting hurt, but they helped me to sit in a way so that I was comfortable--that really makes me happy." As the little old man said this, the car was thinking how happy he was, for now he would get to go out on more rides. He knew that something new had been added to make him like the other new cars, and he would be helpful to his driver. How very proudly he sat on the driveway that day.

2. Pull It Snug.[5] Make copies of Masters for Reproduction #4, #5, and #6, pages 220- 222. Give each child a copy of each of the Masters in the proper order. Follow this sequence. Then let the children color the pictures.

Look at Picture Number 1.

When you get in the car, what is the first thing you do? That is an easy question. You buckle up. You fasten your safety belt. If you do not, you are taking a big chance. There is one other thing you must do.

Look at Picture Number 2.

Look at the poster. Look at the girl. What is she doing? She is pulling the safety belt. She is making it snug. Do you always make your safety belt snug?

Here is the story about the girl in the poster:

Lucy liked to ride in the car. She liked to watch out the window. She liked to see new places. Her mother and father told her: "Always put on your safety belt when you get in the car." Lucy put on her safety belt, but she did not pull it snug.

Lucy thought: If I pull the safety belt snug, I will not be able to move around and see out all the windows.

One day Lucy and her father went for a drive. A car in front

of them stopped quickly. Lucy's father stopped quickly, too. Lucy flew forward. She bumped her head. The bump hurt.

Look at Picture Number 3.

Lucy's father said, "If you had pulled your safety belt snug, you would not have bumped your head."

The bump did not hurt too long, but Lucy always remembered this after that. (Pull it snug.)

3. Discussion.[2] Discuss the following questions with the children.
   a. How does a safety belt work?
   b. How does a safety belt protect a person from injury in accidents?
   c. Do you use a safety belt? Why?
   d. What other rules are important to remember while riding in a car?

4. Inertia Experiment.[1] Demonstrate to the children what could happen to them when a motionless vehicle makes a sudden start. Stack two or three large blocks in a wagon. Pull the wagon quickly forward (the blocks will fall backward). Then do the same experiment with a doll in the wagon. Compare the blocks and the doll to children in a car. Ask the children if they think this could happen to them. Use the blocks and doll to demonstrate the effect of fast stops. Ask the children to tell what happens to books when the school bus starts or stops quickly.

5. Safety Belts vs. No Safety Belts.[1] Use this demonstration to dramatize the importance of using safety belts. Place a raw egg in a small open toy car. Put the car on an incline with an obstacle at the bottom. Release the car. There should be a dramatic smashing of the egg as it crashes into the object at the bottom. Then use another egg in the car, this time strapped in with tape. Release the car once again from the top of the incline. This time the egg should not break. Ask the children why the egg broke the first time but not the second time. How does this compare to a person riding in a car?

6. Fragile Passenger. Explain to the children that fragile objects are shipped in containers and protected by different materials. Ask them if they ever received a box marked "GLASS" How was it packed on the inside? Then explain to them that is why automobile manufacturers use head supports, padded dashes, etc. If possible, take them to see a car's protective features.

7. Safety Belts--Placement and Release.[1] Make a copy of Master for Reproduction #7 on page 223 for each child. Ask the children to study their Master. Then discuss the two ways of fastening and unfastening safety belts.

8. Safety Belt Facsimile.[1] Make a safety belt of ribbon or use a large size belt. Strap the belt around the back of a child's chair. Then demonstrate the proper position of the lap belt. (It should fit snugly around the hips.)

9. Correct Placement of Safety Belts.[1] Make copies of Master for Reproduction #8, page 224. Give each child a copy. Then discuss with the children the correct placement of the safety belt. Ask the children to circle the picture of the child on the Master that has his/her safety belt in the correct position.

10. Situations.[2] Read the following situations to the children and discuss each.

    a. Johnny is riding to the store with his mother. He is standing on the floor in the back, his arm over the front seat, watching out the window and without his safety belt fastened. Suddenly his mother slams on the brakes. What could happen to Johnny in this situation?

    b. Sally went riding with her father. She had fastened her belt loosely so that she could watch out the back window. Sally's father quickly turned the corner. What could happen to Sally?

    c. One day Billy and his mother were on their way to Grandmother's house. Billy and his mother had their safety belts fastened securely. All of a sudden a dog ran out in front of the car.

Billy's mother quickly stepped on the brakes to avoid hitting the dog. Was Billy in as much danger as Sally or Johnny? Why wasn't he?

Then ask the children:

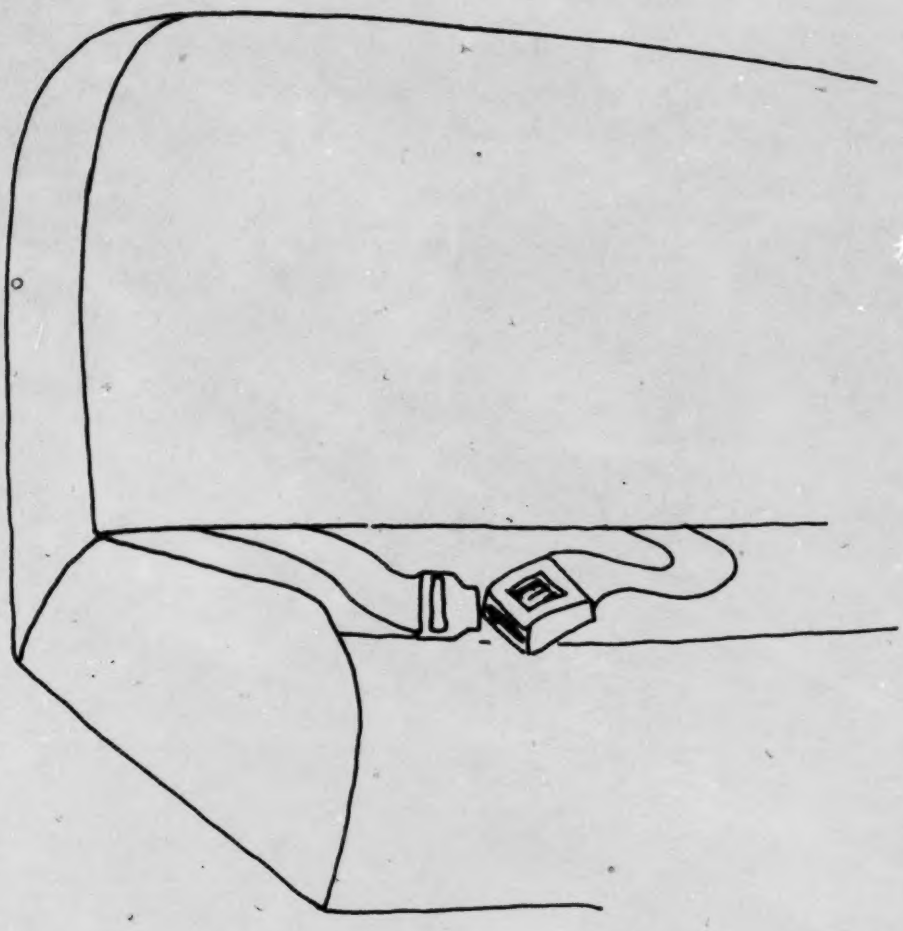
a. Who was the safest boy or girl?

b. Which boy or girl would you want to be. Why?

c. What is the best and safest way for you to ride in a car?

11. Supplementary Activities:

Songs, page 230.



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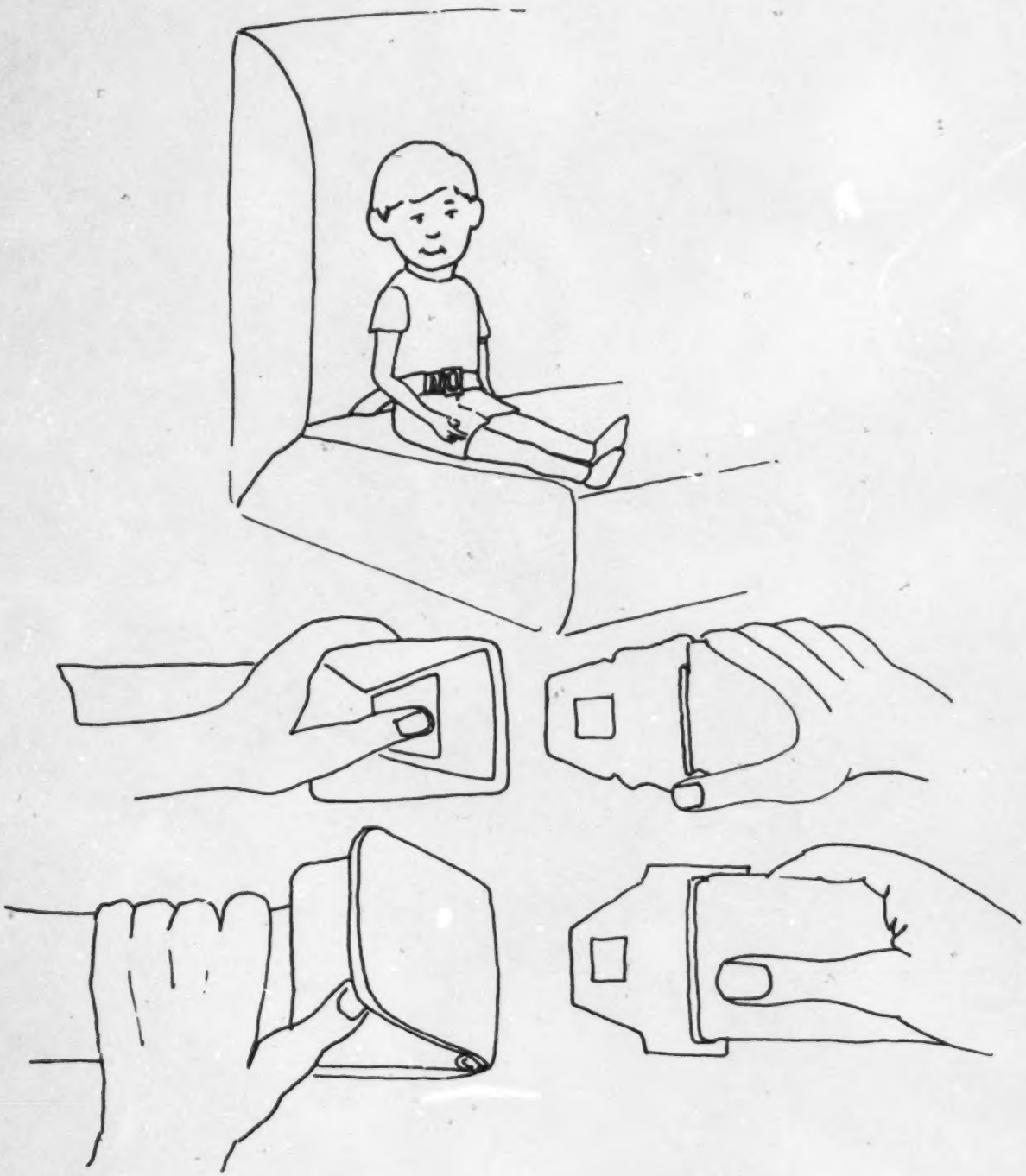
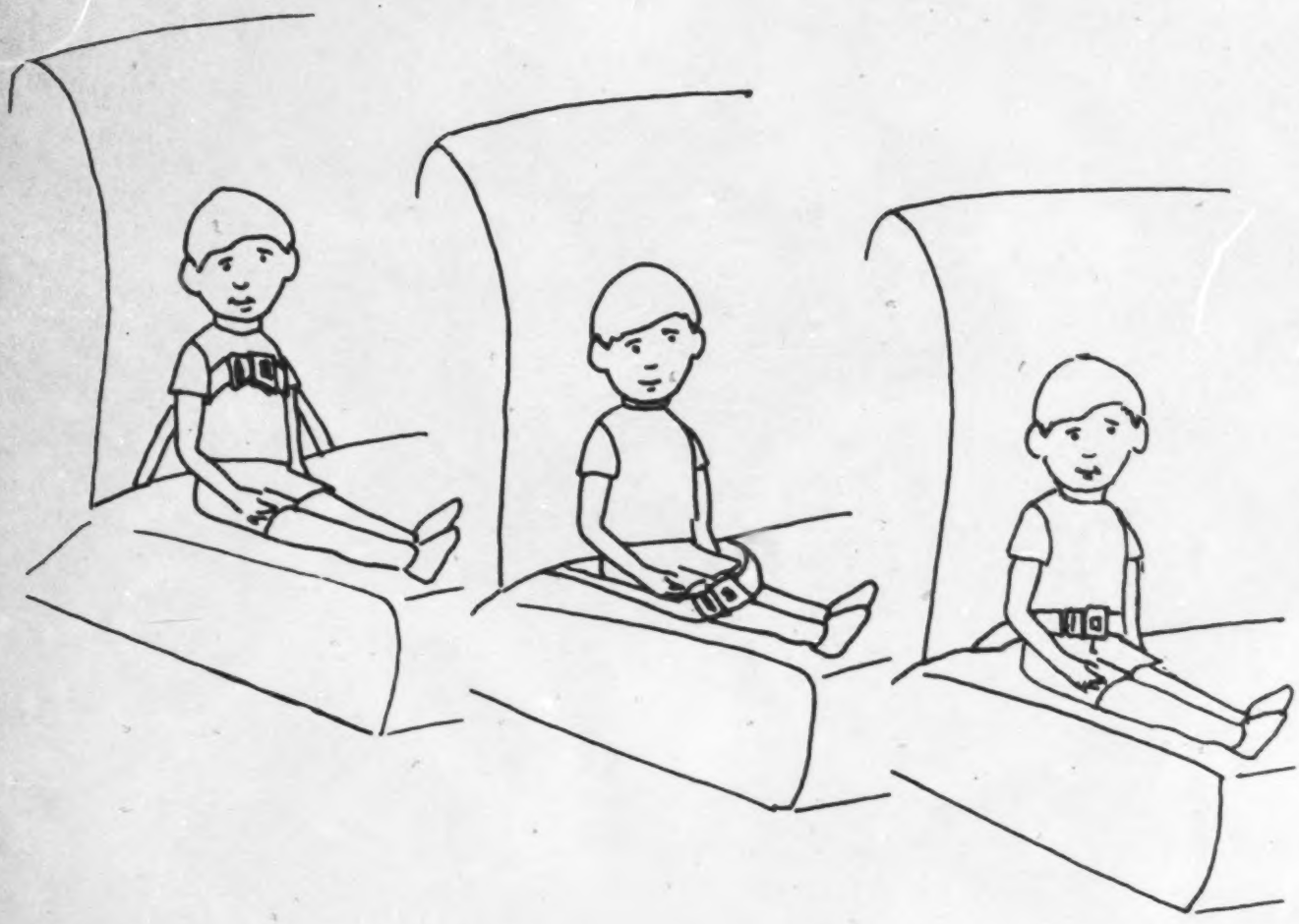
Pull it Snug

Types of Safety Belt Fasteners



Proper Placement of Safety Belt



PASSENGER SAFETY--LEVEL A

CONCEPT III: SAFE, RESPONSIBLE, AND COURTEOUS BEHAVIOR AS A PASSENGER

OBJECTIVE:

After a series of learning experiences, the child will be able to describe proper behavior as a passenger.

CONTENT FOR DISCUSSION:

Desirable Passenger Behavior.[1] Driving a car is a complex task that requires a combination of mental and physical skills so complicated that distractions of any type could lead to serious consequences. Roads, weather, the car, and the driver all play a part of the picture. The passenger is part of that picture, too. He can cause an accident if he disturbs the driver. The passenger does not get a free ride. He has certain responsibilities just as the driver does.

1. Everyone should wear a safety belt while the car is moving.
2. Everyone must keep hands, head, and possessions inside the car window. If windows are closed or nearly closed, there is no danger that a child will topple out. It is also important that children lock the doors when they are riding as passengers.
3. No one may touch or bother the driver in any way. Conversation should be in quiet tones to avoid disturbing the driver. Rough-housing causes driver distraction.
4. Eating lollipops and ice cream on a stick while riding can cause a potential hazard.
5. It is desirable to have soft toys in lieu of hard toys for car-riding amusement.

ACTIVITIES:

1. Discussion.[7] Discuss with the children what might happen if books and other objects are placed on the rear window deck and the car

makes a sudden stop. Ask the children where they might put pencils, papers, books, toys, etc. so that they would be in a safe place.

2. List the Ways.[7] Ask the children to tell you how they can help make riding in a car safe. Then list the ways on the board.

3. Desirable Passenger Behavior.[9] Explain to the children that driving a car is a difficult task that requires the driver's full attention. Any confusion could cause an accident. Discuss the idea that passengers have responsibility too. Mention some safety measures passengers can follow such as keeping their safety belts fastened, keeping their heads and arms inside the windows, talking in low voices, not fighting and not moving around in the car. Ask the children what might happen if these suggestions are not followed.

4. Car Games. Ask the children to share with the class quiet games that they play when taking trips in the car. Ask the children why it is a good idea to play these games. On a field trip, allow the children to play car games on the activity bus. You might want to teach them these games to play with the other passengers when riding in the car.

   a. Pick out two of the common gas stations in your area (Exxon, Gulf, Mobile, Texaco). The first one to be the first person to "spot" five of these signs is the winner. The winner can then pick the next two names and determine the number of signs to be "spotted."

   b. Each person or team is assigned one side of the road. The person to find each letter of the alphabet in order in signs on his side of the road is the winner.

SUPPLEMENTARY SONGS, POEMS, AND ACTIVITIES

Safety Yell

Leader: Give me an "S."
Children: "S."

Leader: Give me an "A."
Children: "A."

Leader: Give me an "F."
Children: "F."

Leader: Give me an "E."
Children: "E."

(Leader writes "SAFE" on chalkboard)
Leader: Say, "Safe."
Children: "Safe."

Leader: Give me an "I."
Children: "I."

Leader: Give me an "N."
Children: "N."

(Leader writes "IN" on chalkboard)
Leader: Say, "In."
Children: "In."

Leader: Give me a "C."
Children: "C."

Leader: Give me an "A."
Children: "A."

Leader: Give me an "R."
Children: "R."

Leader: Give me an "S."
Children: "S."

(Leader writes "CARS" on chalkboard)

Leader: Say, "Cars."

Children: "Cars."

Leader: Say the whole thing.

Children: Safe in cars.

Discussions can follow: why, when, where.

Humorous Songs

Oh Me, Oh My

Oh me, Oh my!
We al-ways will try
Re-mem-ber-ing the safety rules
When we get in a car.

Oh my, Oh me!
We're happy as can be
We'll always stop and look for cars
As far as we can see.

When I'm Riding

(Tune - "Three Blind Mice")

When I'm riding, I'll always sit.
If I don't I'll go flop, flop!
Maybe break my arms and legs
Maybe more and it be sad
For poor ole me!

--Agnes Jones

In Our Car

(Tune - "The Bridge of Avignon")

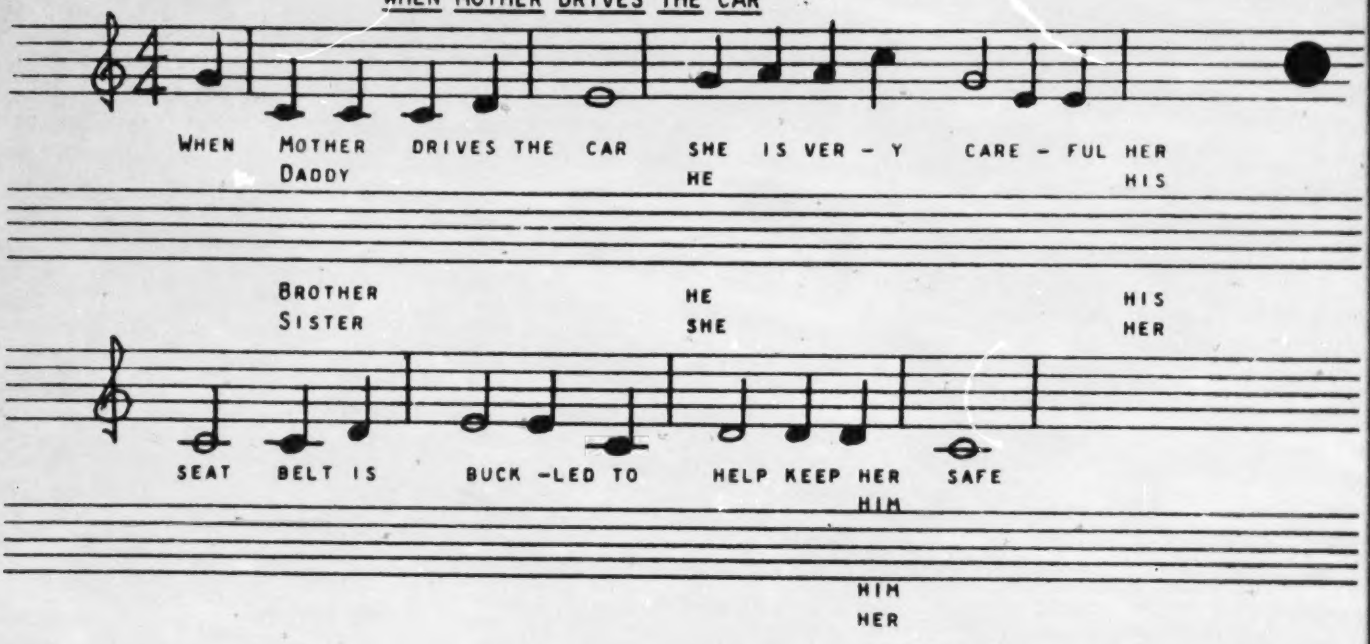
In our car, we are riding
Ev - 'ry one is very happy
In our car, we are riding
Mother says we're very quiet.

In our car, we are riding
Ev - 'ry one is not afraid
In our car we are riding
We have fastened our seat belts.

In our car, we are riding
Daddy says we're very careful
In our car, we are riding
We never put our arms outside.

--Agnes Jones

WHEN MOTHER DRIVES THE CAR


WHEN MOTHER DRIVES THE CAR SHE IS VER - Y CARE - FUL HER
DADDY HE HIS
BROTHER HE HIS
SISTER SHE HER
SEAT BELT IS BUCK -LED TO HELP KEEP HER SAFE
HIM
HIM
HER

WHOEVER YOU ARE

1. WHEN YOU'RE IN A CAR DRI-VING NEAR OR FAR
2. SO IF YOU'RE A FARM - ER OR IF YOU'RE A BARB - ER
BUCK- LE YOUR SEAT BELT WHO - EVER YOU ARE CLICK

RESOURCE LIST

ORGANIZATIONS

Aetna Casualty and Surety Company, Driver Education Services, 151 Farmington Avenue, Hartford, Connecticut 06115.

Allstate Insurance Company, 7770 Frontage Road, Skokie, Illinois 60076.

American Automobile Association, 1712 G Street NW., Washington, D. C. 20006.

American Automobile Association-North Carolina, Carolina Motor Club, Inc., 701-3 South Tryon St., P.O. Box 60, Charlotte, North Carolina 28202.

Bicycle Manufacturer's Association of America, 1101 15th Street NW., Suite 304, Washington, D.C. 20005.

National Bicycle Dealers Association, 29025 Euclid Avenue, Wickliffe, Ohio 44092.

National Education Association, American Association for Health, Physical Education and Recreation, 1201 16th Street NW., Washington, D. C. 20036.

National 4-H Service Committee, Inc., Program Services, 150 North Wacker Drive, Chicago, Illinois 60606.

National Safety Council, 425 North Michigan Avenue, Chicago, Illinois 60611.

North Carolina Department of Motor Vehicles, Traffic Safety Education Division, 1100 New Bern Avenue, Raleigh, North Carolina 27611.

North Carolina Department of Public Instruction, Education Building, Raleigh, North Carolina 27611.

North Carolina Department of Transportation, Bicycle Coordinator, P.O. Box 25201, Raleigh, North Carolina 27611 (for bikeways information).

North Carolina State University, Agricultural Extension Service, Department of Agricultural Information, Box 5037, Raleigh North Carolina 27607.

Schwinn Bicycle Company, 1856 Kastner Avenue, Chicago, Illinois 60635.

University of North Carolina at Chapel Hill, Highway Safety Research Center, Craige Trailer Park, Chapel Hill, North Carolina 27514.

The Wheelmen, 6239 Anauista, Flint, Michigan 48507.

RESOURCE LIST - PASSENGER SAFETY

FILMS

Safety Belts for Children. (1968, 16mm, color, 11 min.) Film shows installation and use of car beds, child seats, child harnesses and other devices. Available from American Safety Belt Council, 271 North Ave., New Rochelle, New York 10801.

FILMSTRIPS

Safe and Sound Along the Way. (Color, primary.) Introduces traffic safety practices for pedestrians, vehicle passengers, bicycle riders. Available from Society for Visual Education, Inc., 1345 Diversey Parkway, Chicago, Illinois 60614.

Safe Riding. (Color, primary, with cassette teach-a-tape.) Helps teach the primary pupil the way to develop safety habits in the family car. Eye Gate House, Inc., 146-01 Archer Avenue, Jamaica, New York 11435.

The Highway Patrol. (primary) Sigma Educational Films, P. O. Box 1235, North Hollywood, California 91601.

Your Adventures in Traffic Safety - Unit 4. Available from Professional Arts, Inc., 1752 Parrott Drive, San Mateo, California 94402.

BOOKS FOR TEACHERS

Behavioral Research Lab. Safety. Belongs to a series, primary to intermediate. Behavioral Research Lab, Box 557, Palo Alto, California 94302, 1969.

BOOKS FOR STUDENTS

Bartrug, C. Mother Goose Safety Rhymes. Whitman, 1940.

Western Publishing Company, Inc. Danny Driver. Kindergarten to primary. Western Publishing Company, Inc., School and Library Department, 150 Parish Drive, Wayne, New Jersey.

BOOKLETS, LEAFLETS, AND MAGAZINES

Automobile Safety Belt Fact Book. National Highway Traffic Safety Administration, U. S. Department of Transportation, Washington, D. C. 1972.

Catalog-Poster Directory. National Safety Council, 425 North Michigan Ave., Chicago, Illinois.

Parents Can Be Serious Traffic Hazards. Ten rules for parents who must drive their children to and from school. American Automobile Association, Carolina Motor Club, 701-3 South Tryon St., P. O. Box 60, Charlotte, North Carolina 28201.

Seat Belts. Instructor, December, 1972.

Teaching Children About Safety Belts. National Highway Traffic Safety Administration, U. S. Department of Transportation, Washington, D. C., 1972.

The Hazard Family. General Motors, Public Relations Staff, Film Library, 3044 West Grand Blvd., Detroit, Michigan 48202.

LEVEL A

SUBJECT AREA CROSS-REFERENCE

Key to Type of Activity:

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T - Teacher Preparation Required

P - Parental Involvement

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